

# THE CATHOLIC SCHOOL JOURNAL

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## A Fresh Start

### Where We Stand

In February we begin the second half of the school year. We have taken time out for our semester inventory — examination of pupils, examination of our own conscience regarding our duties to pupils. We have found the weak spots and have made plans for a successful second semester. We need God's grace and the encouragement of our fellow teachers, our principals, and our educational journals. Let us remember that our pupils, especially, need encouragement. A word of praise or kindness is worth a whole paragraph of scolding.

### Let Us Help You

Glance across the page at the Table of Contents for this month. Note the discussions of important educational problems. Note the suggestions for enriching the minds and souls of your pupils through Catholic literature during Catholic Press Month. Note the play for a Lincoln program and the Washington song for younger children. See the beautiful Eucharistic poster. You can use the lessons in science, in safety, in reading, in making costumes, in drawing, map making, typewriting, hygiene.

### Our March Issue

The March issue will be the Seventh Annual Schoolbook and Library Number. It will contain, in addition to many articles on books and libraries, a reference list of recently published textbooks, library books, and reference books. Don't miss the March issue of your JOURNAL.

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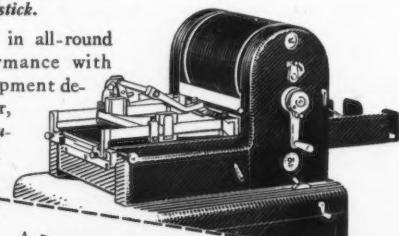
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# The CATHOLIC SCHOOL JOURNAL

VOL. 41

FEBRUARY, 1941

No. 2

## A Supervisor Talks About Fundamentals

Sister M. Brendan, I.H.M., M.A. \*

THE forces of Catholic education are concentrated in a program of educating our people in their rights and duties in a Christian democracy; that is, our educators are stressing training in the social virtues. The supervisor, because of her position, must be able to interpret this teaching to her teachers. If we analyze the problem of educating our pupils in the social virtues, we readily see that we have an important duty to strengthen the home, the only democracy that is enduring, and the fountainhead of all democracy. Society today lacks vitality. It lacks vitality because it lacks humanity; it lacks humanity because it lacks spirituality; it lacks spirituality because it has failed to see that humanity and spirituality are interchangeable terms; that the care and education of the person includes the care and education of the soul. Personality is primarily a spiritual thing; it is developed by the social virtues; now and always, it is best cultivated in the home. The school is taking the place of the parents in so many things that too often we take for granted that parents have abdicated their rights and duties in the cultivation of personality.

### Homes First and Last

School life must supplement, not replace, family life. School is transient; home is abiding, at least in a relative sense. Our pupils go to heaven from homes, not from schools. The home is the natural setting for training in the social virtues. These virtues grow through the performance of the works of mercy; the works of mercy are the routine business of family life. The record of our performance of these works, especially the corporal works, is the standard by which we shall be judged on the Last Day. The saintly Mother McAuley's advice to her Sisters is most practical for all teachers: "Let us fit our pupils for earth without unfitting them for heaven." Certainly, the supervisor must be school minded, but only so that she

may make her teachers and their pupils home minded. The religious teacher is doubtless less home minded than the public school teacher; the consecration of religious life makes it so. But the school must not be the end-all of our work; we must have the vision to see that all we do and teach must strengthen the home.

### Schools for Homes

The course of study which is the special concern of the supervisor must be planned so that home looms large and high in the work of the school. The children must be taught that home is a cooperative enterprise; that each member, even the child, must contribute to its functioning; that household work is dignified and a source of happiness; that home is better or worse according to the contribution of each member of that home. Our references to parents, our high regard for them, our deference to their reasonable requests, our appreciation of their opinions, our unfailing courtesy toward them—all these or their opposites make or unmake the child's respect for his parents and his home. The teacher who tactfully canonizes parents in the minds of the children has reward enough in the glow of happiness and challenge to duty which she evokes in the child. Lessons, especially the religion lesson, should be taught so that at least one expression of the content is carried to the home, where it may be hoped "a little child shall lead them" (Isa. 11:6).

### Home Comes First

Will we be pardoned if we mention a strange anomaly existing in our work? We know that the child belongs primarily to the parents; we quote that truth whenever those outside our pale attempt to make inroads on family rights. Do we

\*The author is a supervisor of schools in the archdiocese of New York. This article is substantially a discussion read at a meeting of the parish-school department at the 27th annual meeting of the N.C.E.A. at Kansas City, Mo., March 27-29, 1940.

never offend in this regard? The doctor consults the mother when he is called to treat the child; the school nurse must interview the parents when physical care is needed; the truant officer must call on the parents to investigate absence from school; the court subpoenas the parent if juvenile delinquency is charged. All these agents prove pragmatically that the child belongs to the parents. Is there convincing proof that we practice what we preach in regard to parental rights? Is there in our schools sufficient consultation with parents? In such matters as dress, do the mother's preferences take precedence over our love and practice of uniformity? Why did we take the uniform from the child of the institution, only to impose it on the child of the family? Are we fair and just to the home when we require the girl to spend long hours of her home time doing what is improperly called homework, while her tired overworked mother must carry on alone, for the needs of the family? Is there anything in our training which prompts a boy or girl to take care of the home some mornings in Lent and May, in order that the mother may have the blessing and the joy of assisting at Mass? Is it a proved fact that adolescent boys and girls take for granted that mother is only doing her duty when she is always the last one to retire at night and the first one up every morning? Are those girls who sigh for careers and who keep aloof from those things which make home holy and happy, plainly taught that motherhood is the synthesis of all careers; that the mother is necessarily doctor, lawyer, nurse, judge, secretary, businesswoman, teacher, psychiatrist? As trainers of God's children, will we not be abashed when we meet in heaven those valiant, though oftentimes unwise, mothers?

### Music at Home

Nor should the supervisor of music ignore the power of music to contribute to

happy and holy family life. We must have liturgical music, chorals, and glee clubs, the very best of church and school singing; but the good work has not really achieved its complete purpose, which, as stated in the course of study of the archdiocese of New York, is "to sing well and to enjoy singing," unless the home gets its due share of music and song. It is all very well to have musical recitals in conservatories and grand salons furnished with palms and roses; but why not bring the good work closer to reality? Why not have a recital at the child's home, humble though it be, where the busy mother may function as hostess; the tired, perhaps awkward, father may discern a new light and glow around the child he seldom meets; where grandparents and that host of relatives which are God's gift to some children may come together? Family groups foster confidence and security in both young and old. And may we who are not musicians, state that there is need of songs of home and mother, songs of the homely things of life made beautiful by love and devotion, songs of honor, of bravery, of gratitude? Home life can be made happy and holy by music; lives dulled and hardened can be made to glow through song. We cannot afford to waste or to lose anything which will contribute to the fine art of living.

#### Crafts in the Home

Supervisors prove themselves true educators when they recommend the teaching of the crafts. Handicrafts have served the call of social needs all through the ages; they stimulate the imagination, and develop creative ability. Self-respect increases as the craftsman finds himself or herself able to add to the home something of utility or beauty. Our people are a handless people; pocket placing and holding things seem the only known uses for hands. Yet all around us are hands potentially creative, hands which can bring joy and happiness and occupation; hands which may serve beauty and increase self-respect. Crafts have a definite contribution to make to a happy and holy life; we are not wise when we ignore or neglect them.

#### The Girl Scouts and Home

We are not alone in our privilege of strengthening the home and contributing to its happiness. Mrs. Harvey Seeley Mudd, president of the Girl Scouts of America, in her program of revitalizing the Girl Scouts, stresses new emphasis on the home, and urges that the girls be trained as homemakers rather than as campfire tenders; less knot tying, and more helping mother with the dishes. We usually think of Girl Scouts in terms of outdoor recreation; but after 28 years of history, the headquarters report that "homemaking continues to be the most popular Girl Scout activity; that arts and crafts show an increase of 172 per cent, needlework leading." Well does the president of the Girl Scouts realize that something goes out of life if everything is made too easy; that

#### IMPORTANCE OF THE LITURGY

It is a sorry fact that many Catholics have never looked upon with the soul's eyes the Church at prayer and few there are who do their full part in the official corporate worship of the Church. I am afraid that even some well-informed Catholics are prone to dismiss the Liturgical Movement as some sort of unimportant interest of Christian archaeologists, or of the lovers of old embroideries and quaint lines, if not the creation of masters of ceremonies who seek rightly to have the Sacred Functions decorous and solemn. As a matter of fact the Liturgical Movement strikes at the core of all our efforts in Catholic Action to make vigorous our Apostolate for Christ. Is it so important that we may say truthfully that without it all our Catholic Action is meaningless. Call it Sacred Action if you will, but keep in mind that it is par excellence a postulate of Catholic Action. — *Most Rev. Samuel A. Stritch, Archbishop of Chicago.*

the best recreation is motivated activity; that we do not achieve because we are interested, rather, we are interested because we achieve.

#### Safeguarding Our Teaching

Because we want our work to bear fruit in the home, we must be on our guard to safeguard the integrity of our teaching. Catholic education is one, as Catholicity is one. Religion must be so thoroughly integrated with the work in the classroom as to become a permanent leaven, operating through the lives of the children in our care. But religion does not function as a leaven if we admit into our schools textbooks and other informational material which vitiate, and sometimes destroy, the very lesson we have just taught in our religion classes. Textbooks and the other tools of learning are obviously the care of the supervisor. Let us consider one glaring example of lack of synthesis, common enough to challenge us. Some of the science books which invade our schools are meticulously definite in convincing the child that bread comes from the bakery, fruit from the market, milk from the dairy, cream from the separator. This is poor, inadequate, unsatisfying teaching for the child who in his religion class is trained to pray before he partakes of his bread, fruit, and milk: "Bless us, O Lord, and these Thy gifts . . ." Religion does not integrate the whole life of the child if his science books and nature-study books ignore or neglect the Giver of all good gifts. Animalism (we do not mean fondness for, nor a study of animals) supplies the content of too many readers and storybooks. Stories in which the animal outwits the human are not good proofs that man is the most excellent of all God's creatures on earth; nor do science books which imply that the S-R relationship is the same for animals and men. A materialistic explanation of man's superiority over animals will not help to convince the young student of his own dignity as a human being, a child

of God. Civics books which make the state (should we say, the political party in power?) the be-all and the end-all of human happiness, will not make the student content with what God has given him, nor will such texts help the pupil to develop his environment, making it better by his own contribution. A democracy rises or falls according to the moral integrity of its people; moral integrity depends on the recognized dignity of the person; and that dignity is least fostered by state paternalism. We are not integrating religion when we admit to our classes histories from the pens of those who have not read or who ignore the Book of Genesis, who skillfully neglect the realities of Christianity, who weave fiction into fact, and who make the natural and the supernatural contradictory terms. We do not imply that these books are on diocesan lists. We are insisting that it is the business of supervision to see that books which negative the integrity of our teaching receive proper evaluation, yes, in some cases, condemnation.

It is a privilege to pay tribute to the excellent products of our Catholic scholarship. Here is the best way to safeguard the integrity of our teaching. Supervisors have an excellent opportunity to encourage talented teachers to use their talents for the enrichment of Catholic education. Teachers have a right to look to the supervisor for guidance and service in their cultural and professional growth. The root and the life of supervision is *vision*; the vision to evaluate properly that which is relative and that which is ultimate; the vision necessary to be a watcher in the night of confusion of thought and theories of *pseudo* education. Recommended readings should be a steady service from the supervisor to the teachers. Better still, we recommend the service rendered by the diocese of Brooklyn, where the "Book-a-Term-for-Teachers" folder, functioning under committees, and published twice a year, brings reviews of worth-while books and magazine articles to the three groups in the diocesan system: the elementary, the secondary, and the administrative groups.

#### The Best Cumulative Record

Do we need encouragement in our task of placing new and greater emphasis on these old points of view, namely, teaching for homes, and safeguarding the integrity of our teaching. We are encouraged when we recall that the finest cumulative record the world has ever known came to us from a home; a home without many, if any, creature comforts; yet that record is the model and pattern of all cumulative records, for it gives a fadeless history of physical, spiritual, and supernatural development. And the home which supplied us with that record housed a poor artisan, a man of silence; a humble meditative mother, who was an artist in love and in song; and a Child, who, according to His record, "grew, and waxed strong, full of wisdom; and the grace of God was in Him" (Luke 2:40).

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# The Educative Value of Thinking

Brother Hugh Martin, F.S.C.

*Wherein lies the superiority of civilized races over barbarians if not in their greater knowledge and superior strength of character.—Bishop Spalding.<sup>1</sup>*

**T**HIS innocent looking query from the pen of John Lancaster Spalding has, to put it quaintly, something of the properties of a bouillon cube—it is small to the eye but in it there is much savor. Therein is couched the principle that man's excellence, howsoever much he may have, is attributable not to mere geographical barriers, nor to racism, nor to nationalism; not to his Nordic stock, not to his blue blood, and surely not to his external possessions—but the excellence of man is determined precisely by his manhood and how he has educated this manhood. To educate is to train up, to cultivate. It is to actualize one's possibilities, a passing from potency to act, if we want to use Aristotle's terms.

### Some Problems

If some peoples are superior to others, more noble, more humane, having greater industry, a higher culture, if as Spalding says, they have greater knowledge and superior strength of character, are we to attribute these qualities primarily to their initial endowment or to their self-development? Here we have a hard nut to crack, and I shall take refuge in the words of Porphyry, *dicere recusabo*. I shall refuse to say, just as Porphyry refused to answer after having posed the problem of universals.

### Knowledge and Will in Greek Education

That is not the most practical problem, anyway. But there is before us a far more useful discussion; namely, the consideration of the relative places of knowledge and character development in education, of the functions of intellect and will, and how education should, in cultivating these faculties, give prominence to that which deserves the more prominence. But that brings us to the question: Which faculty should receive more prominence, if any? What is, principally, to be emphasized, knowledge or virtue? Is education chiefly intellectual or moral? There is here no Siegfried line exactly dividing the field but many lines of demarcation have been attempted. In the past the different nations have, in educating themselves, each answered in its peculiar way favoring one side or the other, depending on what end they wished to achieve. Thus the Athenians tried to strike a mean, for their ideal was the harmonious development of man—the so-called humanistic ideal. The Spartans

**EDITOR'S NOTE.** Brother Hugh discusses some interesting, fundamental problems in education—problems which we should study again and again. The nature of these problems is indicated by the headings we have interpolated into the article.

aiming at military prowess had a very practical ideal (at least they thought so) and concentrated on training the will to produce the courageous warrior. Their culture was physical and moral, but centered around civic and military virtues. And the Romans, the barbarian hordes, the men of the Renaissance, all had their answer as to what deserves stress in education.

### Does Christian Education Emphasize Mainly Knowledge or Will?

But in Christian education, what is the response to the query, whether education is principally intellectual or moral? We know the answer. The Church is forever impressing it on her children, and so Bishop Spalding could say, "Education is essentially moral, and the intellectual qualities themselves which we seek to develop, derive their chief efficacy from underlying ethical qualities upon which they rest and from which they receive their energy and the power of self-control."<sup>2</sup> Today we in America, it seems to me, could well give full prominence to this moral side of education especially since it has been, and is being slighted in so many quarters. Intellectual subjects and the useful arts are good, but best of all is a good character with all that that implies—which 'twere too long to treat of now.

### Will Follows Knowledge, But is Not Determined by It

The supernatural force of religion is surely the most important aid in the education of the will but there are also natural means at our disposal which it would be unwise to neglect. One of the best natural aids to moral development is, it seems to me, the old-fashioned custom of thinking, of trying to get at the meaning of things. This may be lost sight of in our maze of tests and measurements, but if once acquired, it won't be lost track of in the life of the boy. Call it problem solving, or reflection, or meditation, or perhaps just plain judgment—it is a great aid to moral life. Will follows knowledge, we know, without, however, being determined by knowledge. Now it seems to me this quality of thinking can be fostered in school. Instead of aiming only at factual knowledge and memory work—which are but raw materials—why not recognize the

value of understanding? Science and mathematics in particular, are calculated to develop reflective thought. In science we try to figure out the meaning of things by thinking about them. It is not merely a catalog of facts, but facts furnish bases for speculation about the laws of the universe. Just as in moral life we try to figure out the meaning of things as they affect our life and we live according to moral laws. Hence there is a peculiar educative value to thinking. Science ought to be presented as a problem to be solved and the pupil should be permitted to think about it a little before we give him the answer. Physics is well adapted to this kind of treatment, and the other sciences to a less degree, perhaps.

### Memory and Thought

Professor Quiz has a real idea in his program which raises my esteem of his professorial acumen. After giving a series of questions to the contestants which test their information, he ends with a few questions that serve to try their thinking ability, and to these questions he allows double credit, thus giving recognition to the ability to think for oneself. That is what I call a valid test. In science tests, provision should be made for testing this thinking ability or problem-solving ability instead of giving the laurels to memory work. Such a procedure takes away much of the supposed advantage of "cramming" for exams, or of coming prepared with the answers written out, or resorting to the devious means by which the sore-distressed pupil seeks to supplement a weak memory.

### The Teaching of Science

There are those who in teaching science give out the subject matter with that air of finality and assurance which leads the pupil to suppose that the problems have been solved to remain unquestioned forevermore. Such teachers are bringing into the pedagogy of science the same fault that the ancients were wont to impute to the Pythagorean philosophers—*ipse dixit*, the master said so—to the master's "say-so" the modern boy might add in his pert (or maybe pertinent) phrase: So what? We have on our gastronomical bill of fare our pie alamode and I believe we could have in our classroom, science alamode. Science alamode is science with thought, not memory-gem science, but the thoughtful presentation of a subject which has been discovered with immense intellectual expenditure by the great minds of the race. I recall a number of times when as a pupil, the whole class was set thinking by a problem tossed at us by the teacher. They jump at it, tear it apart, eat it up, belligerently speaking. There is more satisfaction in leaving a class where

<sup>1</sup>Means and Ends in Education, page 184.

<sup>2</sup>Ibid., page 188.

you have been made to think than where you have been served up a mess of unpalatable facts to burden the memory. Or are we to suppose high school boys are too young to think — they seem to show up remarkably well when hard pressed for an excuse for tardiness.

### How Studies Complement Each Other

Shakespeare speaks of "the native hue of resolution sickled over with the pale cast of thought," but he was a poet speaking poetically. This pale cast of thought is the fundamental of science and puts us in touch with things. Science discovers by it the meaning of the universe. Of course, thinking or understanding is not the whole show; there is no advantage in being fanatical on the point, but it is a singularly desirable end to be attained by education. As we have said, there is a peculiar educational value to thinking. Man is a composite nature, he is made up of parts — physical parts in the faculties of the body, and metaphysical or spiritual parts in the faculties of the soul. If then we are to perfect man by education, all these parts must be developed in harmony, and none to the prejudice of the others. Academic studies each tend to develop certain parts of man. One study complements the other and all are useful to full development. Science and mathematics, as I see it, should foster the development of the understanding, just as poetry refines our feelings and leads us to a concept of the ideal. Newman has some incisive remarks anent this point:

"History, for example, shows things as they are, that is, the morals and interests of men perverted by all their imperfections of folly, passion, and ambition; philosophy strips the picture too much; poetry adorns it too much; the concentrated lights of the three correct the false peculiar coloring of each and show us the truth."<sup>12</sup>

### Contrast of Liberal and Technical Attitudes

It is advantageous for the teacher to take a large view of the field of knowledge and of his specialty. This is to adopt the liberal attitude instead of the professional or technical outlook. The one surveys the scope of education as from a distance perceiving the large outlines and the general perspective; the other scrutinizes one small part of the educational terrain. "Like a short-sighted reader its eye pours closely, and travels slowly, over the awful volume which lies open." The liberal student investigates the different sciences because they help him to understand reality, or because they perfect his mind, whereas the technical student, as such, pursues his studies in so far as they fit him for a job. Now let us not disparage a technical training — it is good, worth while, and even necessary but it is not the best. The liberal approach to the subjects of instruction is better, and it is better because it aims at

<sup>12</sup>Idea of a University, page 176.

a more excellent end; namely, the perfecting of man for his own sake; whereas the technical or professional approach aims at a less excellent end — that of perfecting man not for himself but for his job. But, you object, in either case, man is educated for himself since even his job is to provide for his own needs. This we must grant, but with the observation that the needs a job tends to satisfy are material and bodily needs: food, clothing, shelter, which are certainly necessary but are the less excellent part of life. The needs that a liberal education tends to satisfy are spiritual needs, the goods of the soul for the perfection of the soul — this was the Greek concept which we transform by the Christian ideal: in order to reach our supernatural end.

### Room for Both Attitudes

It might perhaps seem that to put the liberal ideal first in our attitude toward science is dilettantism, or dabbling, or like "cookbook chemistry," whereas to stress the technical and engineering ideals makes for the greater progress of the pupil and the greater advance of science itself. There is room, of course, for both attitudes simultaneously. But I wonder if the great contributions to science have not been stimulated by the liberal attitude rather than the utilitarian. The great theorists who did much to promote science must have been stimulated by the desire to explain the universe since, as a matter of fact, many of them could hope for little financial gain from their research. Newton, Leibnitz, Descartes, Abell, Einstein; can we not see in their work the pursuit of science in order to explain the world about them, to "escape ignorance"? As educators, we may not be aiming at producing scientific genius but we should be aiming at educating the boy; therefore our specialty should be deemed by us important in so far as it is calculated to attain this education. And the opportunity for connected thinking, for pondering on scientific problems is not the least advantage of science.

### The Liberal Attitude and Human Perfection

Further, it is hardly an exaggeration to say that the liberal attitude is a greater incentive to true education than the utilitarian or professional attitude. Water does not rise above its level, neither does education reach higher than the end you set for it. When the pupil, or the teacher for that matter, thinks in terms of future utility, he deprives himself of considerable momentum and drive. There are many valuable factors in formal education that would not rate very high on utilitarian standards, and yet in the long run are probably more useful than the so-called vocational courses. If a person has the intellectual growth to enable him to appraise his problems in the light of principles to which he has devoted some thought, or in the light of similar problems

of past times; if he has become accustomed to weigh things on evidence, I would say that his education is much more practical than that of the boy who has been occupied with vocational courses, which are of comparatively little use beyond the field of their immediate application. For the arduous path toward human perfection which education aims at climbing, there is needed much reserve power. When the difficulties of self-activity crop up, the utilitarian says, "Let it go, I'll not need it in earning a living." But he who is educating for self-improvement knows that it has a value, that it is a means toward an end, and accordingly takes his portion of educational spinach with a will — and he profits by it. If the pupils are convinced that science is good for them because it disciplines their minds and provokes them to think, they have a higher motive and a more powerful incentive toward real education. True human development is an end to attain which we must take the means. But who is there that enters on the way unless he sets before himself the destination to be reached? The end is the beginning of intelligent action.

### Catholic Education Emphasizes Liberal Attitude

"There is no virtue like consistency," someone has said. We teach religion to help the boys to save their souls by their knowledge and practice of the teachings of Christ. But why do we teach chemistry, physics, biology, mathematics? Is it to help the student prepare for a job? to be of service to his fellow man? to keep him out of mischief? Yes, I suppose, for all of these reasons, but primarily one would think, to help further his perfection; to enable him to make a better use of the faculties God has given him; to aid him to become a better man and a better Christian. In other words, we can integrate all our subjects toward the same end — for religion does not despise natural means but uses them; grace does not destroy nature but elevates it. It seems to me that a liberal attitude toward education is more in harmony with the Christian ideal and with Catholic thought than is the utilitarian attitude. The Christian life lays much stress on personal perfection, on spiritual goods in preference to temporal, and on the dignity of the human person. Are not these features emphasized in liberal education and, one could almost say, neglected, in the utilitarian and the technical type?

### Some Main Points

By this time the good reader may be recalling Shakespeare's "Much Ado About Nothing." Not principles but practice; not abstract generalities but hard facts — such is the line of thought. But perhaps if we look a little deeper it will be found that there is nothing so practical as a principle, nothing so factual as what is abstract. Plato held that the idea alone is real, all else is appearance — and who will say that he is entirely wrong?

# Shall We Memorize the Catechism?

Sister Agnes Clare, S.H.N., Ed.D.

THE proper starting point for a question such as memorization of the catechism seems to be to examine it with reference to the place it holds in the whole scheme of Christian formation.\* Here the aim is to form the individual to the image and likeness of God. The means, aside from the workings of divine grace, is the subject matter of religion. The process begins with the mind and enlists all the powers and faculties. It is only when religious truth is understood that it can influence the emotions and will, so that corresponding action will be carried out. Such action repeated a sufficient number of times will make for habitual spiritual living. Knowledge (or memorization), then, is a means to this end and not the end.

## The General Question

Our question is: What is the value of exact memorization of the catechism in this scheme of religious education?

This question has no single answer, for memorization is greatly affected by materials and methods. In this respect we have today two different teaching situations. One is a continuation, more or less, of the teaching practice of the past century, the rapid decline of which has, in more recent years, been overlapping the ushering in of a reaction to it. Each of these will be discussed separately.

## Section I

### A. The Older Situation

The earlier situation has been the cause of a century-long controversy over memorization of the catechism. The principal underlying conditions were: difficult catechisms, ungraded or poorly graded, and the prevailing practice of using the catechism as the sole instrument of instruction.

### B. Value of Memorization Under These Older Conditions

When catechisms are too advanced, too difficult, unsupplemented, the intellect cannot grasp the meaning and therefore cannot influence the will and affections. This is the extreme case, for there usually was some degree of understanding. Those in favor of memorization held that, although in earlier years the understanding of the catechism statements might be partial, vague, or wholly lacking, greater maturity would later give them clarity and force. But memorization of meaningless materials is relatively short lived. However, if the catechism was to be in the hands of the learner as a text, and it was, there could be no "whether or not" about memorization. There was nothing else to do but to memorize; for we cannot give in our own

**EDITOR'S NOTE.** Sister Agnes helps to clarify the issue in regard to memorization of the catechism. She suggests an "intelligent" memorizing instead of "mere" memorizing. An important educational issue is involved in the discussion of children's definitions. It should be assumed that children's definitions—and, indeed, memorizing—can be done under intelligent guidance and supervision. If definitions express the child's understanding progressively as his experience and power widens, is not the child's education progressing as it should? We think Father Drinkwater's program, in England, an intelligent one.

words meaningless matter, but we can memorize it.

On the whole, then, in the older situation, memorization did not have sufficient opportunity to function properly and effectively. Consequently, the first stage in the process of religious education; namely, the influence of knowledge on will and heart was correspondingly weakened. The unavoidable result was many lost possibilities.

The comments of those opposed to memorization will reveal the trend of their criticisms and will suggest the needed improvements. The following summarization includes some of the more typical ones:<sup>1</sup>

1. The catechism is made the exclusive vehicle of instruction.
2. The child repeats phrases which he does not understand.
3. There is a senseless repetition of religious truth.
4. The sentences will soon be forgotten, for only what is well understood remains firmly in the memory.
5. The learning difficulty may cause dislike of the subject.
6. As this method lays chief importance on the dead letter, the child cannot enter into the spirit of religion.
7. There is a neglect of a thorough cultivation of religious sentiments and affections in the heart of the child.
8. The results are not commensurate with the labor expended in Christian doctrine.
9. The method revenges itself in barren results.

A study of these objections shows that they are directed not against memorization in itself but against memorization of meaningless materials. In other words, misapplication of memorization, a misuse of the catechetical content is implied. Today these criticisms are being met, for the older situation is giving way to an improved re-

actionary one. Let us briefly survey some prominent features of the newer practice.

## Section II

### A. The Newer Situation

The more recent catechisms and religion books are being better adapted, in the way of materials and methods, to the experiences and capacity of children. The simplification and placement of content is made to vary according to each successive level of the pupils' mental maturity. Many interesting methods and devices for eliciting cooperative response from the will and affections are provided. A great variety of graded supplementary materials are on the increase. These may be used in the hands of pupils or teachers. Likewise general professional aids for teachers, in the form of books, manuals, visual materials, and the like, as well as specialized materials to suit various occasions and phases of the religion program are becoming more and more numerous.

All these helps and suggestions are making it easily possible for all teachers to follow the pedagogical principles which have always been used by the best catechists of the Church. In particular, the very important principle of proceeding from the concrete to the abstract is being re-emphasized in the religion books of today. When this procedure is followed, the first learnings of the child are not the abstractions of the catechism, but rather the concrete sources from which they were derived; namely, Bible history, Church history, and the liturgy. In this way a preparatory basis is laid in the way of interesting narrative, rich and colorful imagery, vivid action, and detail.

The pupil's experiences with these fundamentals, in the way of storytelling, discussion, answering questions, noting examples, making applications to life problems, and the like, build the meaning of concepts, and of technical and theological terms, as well as a general vocabulary. This background enables him to express in his own words the content of the unit or doctrine being studied. He is then ready for the next step, the learning of the abstract statements of the catechism. Thus the concrete materials are made to prepare for, to illustrate, and to interpenetrate the catechetical summary of questions and answers. Examples of some possible associations are:<sup>2</sup>

1. God's attributes:  
God's divine providence as portrayed in the story of Joseph.
2. Doctrines:  
The birth of Christ as portrayed in the

\*A paper read at a panel discussion at the Archdiocesan Teachers' Institute, Nov. 24-25, 1939, San Francisco, Calif.

<sup>1</sup>Summarized from quotations cited by Edward A. Fitzpatrick, *Methods of Teaching Religion in Elementary Schools*, pp. 75-77.

<sup>2</sup>Items 1 to 5 are selected from examples listed by Rudolph G. Bandas, *Catechetical Methods*, pp. 47-51.

story of the Nativity of our Lord and the shepherds.

3. The Commandments:

The breaking of the First Commandment as portrayed by the idolatry of the Jews in the desert.

4. Capital sins:

The sin of pride as portrayed by the prayer of the Pharisee in the temple.

5. Prayers:

The seventh petition of the Lord's Prayer as portrayed in the story of Daniel's miraculous preservation from harm.

6. Terminology:

The term Creator as portrayed in the account of the creation of the world out of nothing.

**B. Value of Memorization Under These Newer Conditions**

The teaching procedure just described is meeting with general acceptance today, but there are differences of opinion with respect to the degree to which the memorization of the learnings should be carried. The conservative viewpoint of over-emphasis and the reactionary one of over-subordination can both be found. This is the usual case in a transition period.

Those who are opposed to memorization are likely to think of it in terms of what it meant in past decades; namely, excessive time and labor, and the probability for unpleasantness and lack of interest on the part of the pupils. At the same time, they are apt to lose sight of the fact that the newer methods and materials must, necessarily, intrinsically lighten the memory task, since they were devised as an intended counteraction against these identical undesirable results of the past.

In modern teaching practice, the concrete preparatory work, previously described, takes care of a large part of the burden of memorization, for memory begins when learning begins. Moreover, this is accomplished in an attractive and well-motivated way. After these preliminary learnings are assimilated, exact memorization is but a short distance off and requires far less drill than formerly. Also the drill is now applied, not to empty words, but to enriched meanings, which have been carefully worked out.

It is obvious that the conditions for the effective functioning of memorization are present in modern methods. Intellect, emotions, will—all can operate and cooperate. In view of this improved situation, it is the intention in the remainder of this discussion to uphold exact memorization, but in this sense: That it will be looked upon as a goal to be approached as closely as is possible in the ordinary classroom situation of group teaching, also that it will be applied primarily to the core essentials of the catechism. The degree of thoroughness to be used with the remaining content must necessarily depend upon the circumstances and conditions of any particular classroom situation. Courses of study usually allow some marginal scope for such adjustments.

Beginning then with the preliminary assumptions of:

1. an intelligible catechism or one that can be made so;
2. primary emphasis on core content;
3. the use of correct principles and methods; and
4. the consequent possibility for the proper functioning of memorization, some well-founded reasons for the word-perfect answer will now be given.

The nature and purpose of subject matter should determine how thoroughly it should be learned. It is in "nature and purpose," then, that the major reasons for memorization can be found.

Is it sufficient, after the preliminary preparation of a catechetical truth, that the final formulation of it for future retention will be in the child's own words? We know the destructive and distorting effects of memorization when the initial learnings have not been firmly established. Pupil's self-made answers, loosely worded and varying from time to time, give no security against confusions, errors, omission of essentials.<sup>3</sup> It is the well-known case of "change a word and you change the meaning." If these occurrences are to be avoided with any degree of certainty, a fixed authoritative answer must be learned. The nature of religious truth then calls for verbatim memory.

The purpose of religious truth is to impel and sustain spiritual growth throughout life. Memory, therefore, has a lifetime role to play. Accordingly, the demand inherent in purpose is for permanency of re-

<sup>3</sup>Is it necessary that these results should accompany student definitions? Compare Father Drinkwater's discussion of this problem in "The Givers, etc." *The Editor.*

tention. Knowledge is a habit, and if it is to remain with us, it requires as does any other habit frequency and force of repetition; in this particular case repetition of the specific authoritative statement. The concentration and reflection used in this exact memorizing deepens the impression and strengthens the meaning, making for that appreciative understanding so needed when recall is to serve the purpose of guidance. Psychology tells us that verbatim memory is the essential of recall. The purpose of religious truth, then, calls for the verbatim response, as does its nature.

**Concluding Comparison**

In secular education there are what are called "tool subjects," essentials which, it is held, make for the greater comfort and happiness of the individual in this life. No halfway learning is wanted here. It is said that the worthwhileness of the subject matter should place the goal of attainment at the highest point of accuracy and permanency.

In religious education there are essentials far more worth while, for they make for the true happiness of the individual in this life and in the next; and there is far more reason for accuracy and permanency. Christ spoke of the value of this knowledge in these words: "This is eternal life that they may know Thee the only true God and Jesus Christ whom Thou has sent."<sup>4</sup>

We believe that knowledge of religion is the most precious possession education can give. Is it not fitting, then, that the mind should put forth its best efforts to attain and preserve in precision and permanency the Essence of this Divine Truth?

<sup>4</sup>Quoted by Edward A. Fitzpatrick, *op. cit.*, p. 14.

## STORIES THAT HELP THE TEACHER

**EDITOR'S NOTE.** This anecdote is an example of the sort of very brief stories that teachers, priests, and public speakers can use to carry home their lessons. Readers are invited to send us favorite anecdotes. If your story has already appeared in print, be sure to include the name and address of the original publication.

### I AM THIRD

Bob was a young college man, a popular and unselfish leader. One day a box arrived from home. That night he invited some of his friends to his room for a feast. During the festivities one of the young men noticed a motto on his desk. It contained the three words, "I Am Third," and it was enclosed in a beautiful frame.

"Tell us what the motto means," asked one youth idly. Then all became curious.

"What does it mean, Bob?" each insisted.

Finally, when Bob was sure that his friends really did want to know, he began to explain, and a hush crept over the group.

"I have one of the finest mothers in the world. She is a good Christian. So is Dad. It has meant downright sacrifice to keep me in college. One night before I left home she brought this little frame to me, and asked

me to keep it where I could see it every day. It has stood right on my desk every day, and I shall take it with me wherever I go. And, I hope, I shall always remember its admonition."

Then he stopped, as if it were difficult for him to continue. The hush still hung over the small audience. The mystery of the meaning was more puzzling than ever. At last a voice almost whispered, "But what does it really mean?"

"She explained it to me that night, and I shall never forget a word she said: 'My son,' she began, 'always remember that God is first; others are second; and your are third.' —The Ave Maria.

### ALL EQUAL HERE

The *KVP Philosopher* prints this suggestive story: Our mind was wandering a little during a sermon recently but the preacher brought it back with a story about the Duke of Wellington. The Duke, he said, had gone to Westminster Abbey. Approaching the altar rail, he found there a young private engaged in prayer. The boy becoming aware of the Duke's presence, suddenly arose to his feet and snapped to attention.

"No, no, son," said the Duke. "None of that. We are all equals here."

# Can We Improve Taste in Reading?

Brother William Mang, C.S.C.

ONE of the greatest problems confronting teachers is the problem of transfer—making their teaching so effective that pupils will of their own volition put into practice, apply, or carry into new situations what they learn in the classroom. The translation of knowledge into practice is especially essential in the teaching of religion if such teaching is to be regarded as effective. Does the religious instruction which boys in Catholic high schools have received from parents, teachers, and pastors carry over into desirable forms of activity in their religious life and in their leisure-time pursuits such as reading?

### Good Record for Mass and Communion

In a recent survey study<sup>1</sup> of 21 Catholic high schools for boys in the states comprising the area of the North Central Association of Colleges and Secondary Schools, data are presented which show that, with few exceptions, boys in school and graduates and discontinued pupils fulfill their religious obligations of attending Mass on Sundays and holydays of obligation and of going to Confession and Communion at stated intervals. Thus, of the 7459 pupils in the 21 schools, 42.8 per cent attended Mass from two to seven times a week (attendance at Mass during the week was obligatory in only four schools), and 98.5 per cent attended Mass at least on Sundays and holydays. Almost half, 48.6 per cent, received Holy Communion weekly, or oftener, and 95.5 per cent received at least monthly. Of 1305 former pupils of six of the schools, 95.5 per cent attended Mass at least weekly, and 30.6 per cent approached the altar rail weekly or oftener, and 83.2 per cent went to Holy Communion at least monthly. While the practices of pupils and former pupils in performing these two important acts of worship could be improved, the condition is a healthy one. The religious instruction that pupils have received does carry over into practice in activities that are of precept.

### They Do Not Read Religious Books

But the religious training which pupils have received and the religious atmosphere of the school do not carry over to any great extent to such leisure-time activities as reading. Pupils do read extensively, but the books and magazines they read are seldom religious in nature and content.

Of 13,290 titles of books which pupils had read a few months before answering a questionnaire, only 213, or 1.6 per cent,

**EDITOR'S NOTE.** Brother William's survey of a number of typical Catholic high schools for boys in the North Central section supplied data for the study of many problems, among these the problem of how to teach students to appreciate and read good literature—Catholic literature in particular.

During Catholic Press Month it will be well for teachers to renew their zeal in following Brother William's suggestions for leading their pupils in the appreciation of Catholic literature and for showing them where to find it.

were books that could be classed as religious books. Of 1219 titles mentioned by former pupils, only 34, or 2.8 per cent, were of religious books. Among the various groups of pupils and former students the corresponding percentages were: freshmen, 0.7; sophomores, 1.0; juniors, 2.3; seniors, 3.0; discontinued pupils, 1.7; graduates who did not enter college, 4.1 (almost two thirds did not mention any book they had read recently); and graduates who entered college, 2.4. While the school has some influence in encouraging pupils to read books religious in nature, such influence is slight. About 80 per cent of the books read by pupils in school and 55 per cent of those read by former pupils were fiction. Pupils in school read largely for entertainment and thus they did not turn in great numbers to religious books.

### Magazines Fair But Not Catholic

The condition with regard to the religious magazines which pupils and former students reported they usually read is much the same as in the case of religious books. Of the 10,929 titles of magazines mentioned by pupils in school, 350, or 3.2 per cent, were of religious publications. Former pupils mentioned 2408 titles of magazines and 85, or 3.5 per cent, were of religious periodicals. The magazine reading of pupils in school is confined largely to weekly miscellanies, monthly miscellanies, the digests, and juvenile magazines—periodicals of some merit, but more entertaining than educational. The pulp magazines comprise less than 6 per cent of those reported by pupils in school.

The writer did not attempt to find whether or not boys in Catholic high schools read Catholic newspapers. Probably the extent of their reading Catholic papers would not be any greater than in the case of religious periodicals. The fact that sports news, comic strips, and the front page comprise almost 85 per cent of the preferred parts of newspapers among Catholic high school boys indicates that

such reading of newspapers as they do is largely from the dailies and is to a large extent for purposes of entertainment.

### They Read for Entertainment

No attempt was made to ascertain the reasons that boys in Catholic high schools do not read more books and magazines of a religious nature, but one might ask what are some of the reasons for the neglect of Catholic books and magazines. The data presented indicate that pupils read mostly for entertainment. A certain amount of such reading is a laudable leisure-time activity, but also some free-time reading should be for purposes of acquiring knowledge and understanding. The problem is not one, therefore, of making Catholic books and periodicals more entertaining (although that would not detract from many of them) but of aiding pupils to improve their taste and appreciation in reading.

### Can School Improve Taste in Reading?

It might be argued whether appreciation or a sense of value can be taught, or whether it must be acquired through one's own effort. In any case, the home, the school, and the teacher can aid the pupil in acquiring appreciation for Catholic literature. The results of extensive testing projects, such as those by which the effectiveness of "progressive" v. traditional schools is compared, seem to indicate that the improvement of pupils in certain characteristics, attitudes, and abilities depends to a great extent on the amount of emphasis teachers give to pupils' acquisition of the desired outcomes. Improvement in the quality of reading can be brought about in the same way. Probably the most effective methods the teacher can employ in promoting appreciation for Catholic literature in boys and girls are (1) the force of example: pupils must realize that the teacher reads Catholic literature and has a genuine regard for it; (2) by constantly calling pupils' attention to or making them aware of Catholic books and magazines and their contents by suggestion, by referring to them in class, by quoting from them to illustrate or to clarify points, by book and magazine displays in the school library, by engaging in the activities connected with Catholic Book Week and the Catholic Press Month, etc.

### Change Reading to Best Reading

The first condition for acquiring appreciation for literature already exists: pupils in Catholic high schools do a considerable amount of reading. With interest in reading as a foundation, teachers can by example and by constantly and ingeniously calling attention to Catholic literature aid pupils in appreciating and reading it.

<sup>1</sup>Brother William Mang, C.S.C., "The Curriculum of the Catholic High School for Boys," Unpublished Doctor's Dissertation, Department of Education, University of Chicago, 1940. Pp. xvii + 418.

# Practical Citizenship for Teacher and Pupils

Sister M. Consilia, O.P.

**A**N ENTIRE paper could be devoted to the influence of the personality and methods of the teacher upon the effectiveness of her teaching. We can at times be so very theoretical that we miss the practical; we theorize but fail to practice. We can lay down some very neat principles in a given class period, yet fail to put those same principles to work for the rest of the 24 hours. Do we do this in our training for virtuous citizenship? Let me explain.

## We Teach Social Justice

We tell our students, or at least we should, that they are social beings; that they require society for their greater perfection; that without society they cannot reach full perfection; that all members of society have equal rights derived from their human nature; that rights carry with them obligations both on the part of the ruler and of the ruled. We may wax eloquent in enumerating the social virtues or frown darkly as we describe social vices; we characterize law as a thing of reason not of arbitrary will, or as a friendly direction to the goal of happiness; we give the characteristics of a good ruler or perhaps we criticize the qualities and acts of an unjust one dead some hundreds of years; we state with positive assurance that unjust laws do not bind and we pronounce really tyrannous those governments and rules who abuse human rights or who surpass the limits of their authority. We do all these things, but—and here's the rub!

## Are We Social Tyrants?

Isn't the school a social body? Aren't the students members of a society with the teacher as the ruler and themselves as the ruled? And doesn't school, like any society, exist for the common good of those who make it up? And doesn't the general welfare of the group include also the particular welfare of the individuals—the backward girl, for instance, or the tantalizing boy? Further, are there not activities to be pursued; directions to be given; individual and group happiness to be effected; harmony to be preserved; virtue to be practiced; the common good to be advanced; and peace to be cherished? Well then, are not all these the work of the teacher? She is the classroom ruler, and these are duties common to all rulers.

Well then, ought not the laws of the classroom be what God's laws are, namely, friendly and certain directions to the goal of happiness and personal development? Are not all the members of the class, regardless of physical or mental or social inequalities, equal at least in possession of certain fundamental rights which create duties on the part of the teacher and other students? Is it not the task of the social body of the school, under the leadership

**EDITOR'S NOTE.** This is part of a longer paper on "True Liberty—True Citizenship" read at a conference of religious teachers of the archdiocese of New York. The introductory part of the paper, which is omitted here, makes the point: "This, then, is the freedom that I would have you teach; the freedom proper to man's moral nature; the freedom to do, not as he pleases in unrestrained license; nor as he must in servile compulsion; but as he ought in moral rectitude."

The author's use of the word "ruler" may be objectionable, but the use of the authority which the teacher has is the main problem. This discussion is stimulating and provocative. A word for the student of superior talent (see the parable of the talents) might be added.

of the teacher, to protect these rights, to foster them, to permit expression of them that thereby the subjects may be induced to lead lives of virtue in the classroom and out of it?

Precept and example weigh heavily in the scale of learning. So, too, does experience. Why cannot the teacher in the classroom give to her students experimental knowledge of what constitutes good society, just laws, wholehearted pursuit of the goal of happiness, and true freedom? Why can she not give her students the opportunity to see at firsthand a good social order at work and to live under its regime even though it be on the small scale of school life?

## Do As You Ought

How can the teacher do this? First, by founding her class (or his class) upon true liberty—not that which says "Do as you please" or "Do as you must" but that which says "Do as you ought." Next, by being herself the example of a perfect ruler, imitating the rule of God over His creation, seeking the good of all, the good of each, and attending with special interest to the needs of the weak. Finally, by constant enthusiasm for and steady stimulation in positive virtue, both natural and supernatural.

Let us look at this more closely from the point of view of the teacher. How does the teacher, in practice, interpret liberty to her class? Is she (or he) tyrannical, harsh, domineering, rigid? Does she multiply regulations through arbitrary will rather than through right reason? Is she a *must* teacher whose students do things only because her will is the law of the classroom? Does she herd her pupils into a kind of

collectivity wherein freedom is only the teacher's freedom to do as she pleases, while the students' freedom is the freedom to do as they must? Are the children divested of personal rights which are so necessary to the development of the sense of personal responsibility? Does the teacher develop rather than suppress the liberties of her class, knowing that they must have responsibilities if they are to live as responsible persons?

## Do We Practice Democracy?

Does the teacher provide daily opportunities for her students to exercise their freedom, so that they will know how to evaluate and to will the good things of life? Does she encourage real leadership or does she squelch the initiative, the budding capacities of the natural leaders? Does she explain the how and the why of the fact that "we can't all be captain; there must be a crew"? Does she try to develop good "followers" through the development of powers of discrimination whereby potential leaders and possible causes will be subjected to fair scrutiny before allegiance is pledged to them?

Does the teacher antagonize certain elements in her class so that there grows up quietly but surely an antisocial or an anti-teacher group in her midst, engendering dissatisfaction and weakening authority?

## Duties of Student Citizens

Now if we look upon the teacher as the ruler, we see prominent among her duties the equal distribution of burdens. Thus she must consider the weak and necessitous child and exact from him only according to his capacity and strength. And this is not a concession, a kindly favor on a silver platter, but a positive duty on the part of the ruler. But do teachers always have this dutiful consideration? Does Johnny lose favor or perhaps marks because his chance card is half filled or unfilled or lost, while pampered Peggy is smiled upon and gets a three-point raise? Are the better dressed or the better spoken or, for that matter, the better driven (Packard, perhaps!) children given concessions not allowed to the shabby, the slow of speech, or the careless?

## Peace in the Classroom

Further, it is a duty of rulers to see that their subjects are in peace and security, as this contributes powerfully to virtuous living. Does the teacher see to it that peace—the tranquillity of order—always reigns in the classroom? And if not, does she ever stop to examine her conscience to see if by any means *she* may be the cause of the classroom disturbances? Or does she pin the blame, rightly or wrongly, on that overgrown dullard who sits in splendid iso-

lation in the rear of the room? Even if rightly blamed, does throwing him out solve the social difficulty? or the moral one? Or does it not rather create new problems? For the dullard, his misconduct is a defense reaction; to misbehave is the one thing he can do, and so he misbehaves. Is it not clearly the duty of the teacher to meet his scholastic poverty and teach him something socially or personally profitable which he can do, even if it be only to write his name or to read the preprimer? Must not the teacher strive to retain him rather than expel him? to win him rather than to repel him? If the greater social order outside the school tries to salvage derelicts, ought she not to foresee the possibilities and forestall the dereliction? Would not greater patience or greater toleration, mixed with a goodly share of sympathetic understanding, save a child of this kind from the juvenile court or corrective institution? And would not this be a practical interpretation to her class, her school, her civic community, to the world, of the blessings of social life in perfecting a man; of the benefits of authority in protecting his rights; of the role of the school in evaluating these rights?

Cannot the teacher create a class spirit of such good citizenship that everyone knows that certain things are entirely out of order and ought not to be done? Can she not impress the necessity of respecting the rights of fellow students, rights which are as sacred and as lawful as the personal rights cherished by the offending party?

#### Virtues of Lawmakers

Cannot the teacher give a clear explanation of the purpose of the school, of her class, of any society and the need of authority therein if the social body is to achieve its end? And might she not explain the principle that laws which exceed the authority of the one who makes them are unjust laws and really, according to Saint Thomas, not laws at all but acts of violence? Then, in support of this, should she not be careful in legislating for the class, not to exceed her authority so as never to trespass on the rights of other teachers, of the principal, the pastor, the home, or civic authority? Should she not explain honestly that just laws cannot be made for the personal gain of the ruler to the detriment of the common good and then should she not vigorously refuse to accept gifts or favors of any kind that might be intended or interpreted as a bribe?

Does the teacher impress upon her pupils by word and example that authority is a sacred trust; that it shares God's Providence over the world; that it is His instrument for the perfection of the race; that it is a matter of intelligent direction to a goal, a source of hope, and a means of advancement? Then, in her use of authority, does she act as though conscious that she is the instrument of God's will in regard to her subjects, and if so, does she scrupulously refrain from harshness, partiality, injustice, sarcasm, ridicule, name

calling? Would her pupils think that teacher's way of handling her class reminds them of God's way of handling the universe, with a fatherly regard which reaches to lesser things as well as to greater? Would that dull child who "just can't read a thing" be led to think of God's care of the lilies of the field and the sparrows of the air when she hears Group A and double A and triple A lauded for their accomplished reading while she is told, coldly: "Go sit down. You couldn't read anything if you tried!" or "I haven't time for you now; some other day, perhaps." Does one expect to find the instrument of a loving Father intolerant of the weaknesses or incapacities of children, or rigid in exacting things unequal to their abilities?

Does the teacher exemplify the following characteristics of a good ruler: zeal, goodness, patience, kindness, enthusiasm, honesty, impartiality, sympathy, courage, understanding, humility, mildness, righteousness in all its forms, knowing that youth is as impressionable as wax and as sensitive as a balance?

#### Social Justice in the Classroom

Is the teacher providing experimental knowledge of good government when she fails to meet the social and environmental deficiencies of her charges? Is she eager to discover and willing to meet the needs of the underprivileged child who comes from a poverty-stricken home, a broken home, an immoral home? And does she honestly and consistently treat the child in a kindly way, helping him to find in the society of the school the vindication of God's real purpose in creating social living which home conditions have, most likely, wholly distorted? Would not such kindly attention be a solace to the unfortunate child and create in him a more desirable attitude toward authority, the school, the social order at large, the Church, religion, God?

Does the ruler in the classroom meet the deficiencies of the intellectually retarded children as well as the socially handicapped, bearing in mind that there can be no leveling in society; that inequalities of all kinds exist by the very nature of things; that part of her duty is to have tenderest regard for any and all who are underprivileged that she may lift them out of their unfortunate condition? Does the teacher habitually act thus, or does she let fourteen-year-old Eddie "just sit" in the third-grade room, idle and neglected, while she dances attendance upon the rest of the class? Does the teacher ever stop to wonder or to discover what is in the mind of that neglected boy during the long hours of idle sitting: idle because his present social order, the school, manifests no regard for or interest in his weaknesses and his needs? Will this boy be stimulated with enthusiasm for social living? Will he feel kindly toward authority and its purpose? Will he be prompt to obey its regulations? Will he appreciate group strivings for the common good when, in his school life, he was always left "out in the cold" apart from class activity? Will he

not be moved to generate or to imbibe, consciously or unconsciously, the *Do as you please* freedom? Or will he not, perhaps, be in danger of falling prey to the advocates of the *Do as you must* freedom, when, as a matter of fact, is not the sole reason of our existence as Catholic teachers to foster the *Do as you ought* freedom by word, example, and opportunity in all our students? Do we exist for the promotion of the well-being of the 80 per cent of our class? or even the 90 per cent? or for that matter, the 99? Did not the divine Teacher give us the example of the teacher who seeks even the lowliest one, yes, even to the temporary leaving of the 99?

#### Who Is to Blame

When school life affords the dullard not the least spark of satisfaction, who is to blame if he seeks it with the gang which haunts the streets at night? And does the teacher who becomes so horrified at the misdemeanor which brings the boy across the threshold of the courtroom ever stop to examine whether it was in her classroom during his idle hours that the boy concocted the plan which ended in burglarizing the school, a workshop, a darkened home?

Oh I tell you, teachers, that the moments in the schoolroom can make or unmake the good citizen whether it be a citizen of time or of eternity!

#### Toward Virtuous Citizenship

Would the teacher but seriously consider and steadfastly promote attitudes and ideals of good citizenship based on true liberty directed in its functioning by the virtue of justice, then the members of the social body over which she rules in the classroom would, from childhood, be habituated to the exercise of that freedom which alone is true freedom and which alone produces the loyal citizen, the virtuous man. Then every soul purchased by the Precious Blood of God would attain his divinely ordained destiny: eternal citizenship in the Kingdom of Heaven.

For if children experience peace and harmony in school under the direction of the teacher, where respect for the rights of others flourishes; where consideration and common striving are the watchwords; where sympathy and understanding charge the atmosphere; where mutual helpfulness is a social virtue and selfishness the outstanding social vice; where morality supplies the motivation and Godliness the life-giving sap; well, then, children educated in such environment are already established in virtuous citizenship and the peace of God which no man can take away from them is already enthroned in their hearts, individually and collectively.

They have the freedom which alone makes men free—the freedom which will bring whole nations to the feet of God—the freedom to do as one *ought* to do: the freedom to choose to be good!

The virtuous man is the best citizen. He will be found in the nation if first he be reared in the schools!

# The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph.D., LL.D., Editor

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## The Parish

The Apostolic Delegate to the United States, Most Rev. Amleto Giovanni Cicognani, made an interesting speech on the 375th anniversary of the establishment of the first Catholic parish on the North American continent.

He makes the interesting point that in the development of the Church, the diocese preceded the parish. Bishops were established in cities and priests were, as the Church developed, sent out to take over a definite area in the country. The first parishes were, therefore, in the country. The reason for their organization was the same as for the organization of the diocese: "to intensify and deepen the spiritual life of the faithful." Of course that remains to this day the purpose of the parish.

We think too often of the parish merely as a territory or a building. We do not think of its purpose: "whose moral and religious significance transcends its own limits and constitutes in itself an institution of prime importance." What is this purpose? It is "the normal point of contact between Christ and the faithful." That is its great, its supernatural purpose.

That is the great point about the parish, the normal point of contact between Christ and the faithful. It was natural, therefore, as the Apostolic Delegate pointed out, that the Council of Trent made "parish life the center of that magnificent reordering of discipline among the clergy and faithful which was undertaken the year before the St. Augustine parish was established in 1565." The place of the parish in the organization of the Church is thus stated: Parish life is the ordinary means indicated by ecclesiastical authority for entrance into the Kingdom of God on Earth, the Church.

The vitality of the parish life is closely related to the vitality of the Church and the vitality of the supernatural life among the people. Education, including higher education, must never forget that, and the graduates must return to parishes to help by their active participation to enrich the spiritual life of the parish. — E. A. F.

## The Commission on American Citizenship

The Commission on American Citizenship which was organized in response to an appeal of Pope Pius XI has issued its first report. This report is largely a report of plan and program rather than of achievement, and consequently this editorial will be descriptive rather than evaluative. The Pope in his letter to the American Catholic Bishops dated September 21, 1938, invited the American hierarchy to evolve "a constructive program of social action fitted in its details to local needs which will command the admiration and acceptance of all right-thinking men." The follow-up of this plea is thus summarized in the annual report:

"Interpreting and amplifying the Papal plea, the American Bishops, in a pastoral letter, proclaimed in vigorous terms a crusade of instruction in the fundamental nature of democracy, a crusade which would 'reaffirm the Church's traditional position of unwavering allegiance to our free American institutions,' a crusade of education for Americans in support of those ideals expressed by the founding fathers in the Declaration of Independence and the Constitution of the United States. Furthermore, the Bishops echoed the hope that this crusade might serve as a rallying point for all right-thinking Americans, irrespective of race or creed, who wish to preserve our American political heritage. At their annual meeting in November, 1938, the Bishops accepted the Catholic University as sponsor of this crusade for better citizenship. Thus commissioned by the hierarchy, the University organized the Commission on American Citizenship under the presidency of the rector of the University."

There is a comprehensive, perhaps a little ponderous, organization set up to effect the purposes of the commission. The rector of the Catholic University, Bishop Joseph Corrigan, is president, and the membership consists of more than a hundred members largely Catholic, but representative of various religions, social, economic, and racial groups which make up our American commonwealth. This commission is largely decorative. An executive committee consists of Monsignor Francis J. Haas, Father George Johnson, and Dr. Robert H. Connery, who is the executive director of the enterprise; an advisory committee of 10 members, none of them from Catholic institutions; none of them responsible for the final decisions of the director or the staff of the organization. Cooperating committees are set up with diocesan superintendents of schools, and liaison officers are appointed with the religious communities. A director, Dr. Connery, an editorial consultant, Miss Mary Synon, and fifteen additional full- or part-time staff members carry on the day-to-day work. This is a large staff and funds of \$50,000 a year for three years are needed to finance the work.

The projects the committee are now working on or planning include the following: A statement of the underlying philosophical principles is being drafted by Reverend Doctors George Johnson and Robert Slavin, a model curriculum integrating the teaching of religion and civic living, a series of basic reading texts, for which three Sisters have been released by their communities to write, and for which a contract was about to be signed with a high-minded publisher, the organization of eighth-grade civic clubs, a series of biographies showing the contributions to citizenship of notable Catholics, a supplementary high school reader, a national student leader conference, material for study clubs, and college student outlines.

While the readers are in process and the rest of the program, the commission is using the *Catholic Messenger* series to send out current material to the schools of primary, intermediate, and higher grade. This is indeed a comprehensive program. The only danger of it is that in a country as large as ours, the centralizing of such work in any one place is likely to discourage local effort, which is the ultimate condition of progressive improvement of educational material.

This is the plan of the Commission on American Citizenship with which we all ought to be familiar. We ought to watch its development with sympathetic interest and if necessary with constructive criticism. "Constructive criticism" is what the staff will want, not merely flattering approval. But specially good work should receive generous praise.

THE CATHOLIC SCHOOL JOURNAL will want in every way to cooperate in the achievement of the objectives for which the hierarchy set up this commission. When the "statement of principles" is available we shall gladly print it and comment on it. We shall be pleased to publish letters on the subject of citizenship training, or contributions to the field. We shall, from time to time, review the literature of civic education for the purpose of showing what is being taught and what is being proposed outside of the Church in these United States. In both the Papal statement and in the statement of the hierarchy there is the hope that the program "will command the admiration and acceptance of all right-thinking men." — E. A. F.

## The Mind of the Church

Pupils at times are inclined to express impatience with the Church because of her unwillingness to approve new principles or programs which have the full support of the general public or of vociferous influential groups. Quite frequently they claim that the Church loses golden opportunities for service because of her evident devotion to the policy of watching and waiting. We know very well that the proposal winning acclaim today may be the nightmare of tomorrow. Recently we have had some striking examples of the wisdom of the policy of the Church. She has been justified in her attitude that time and circumstance are testing factors which enable her to evaluate principles and practices. Conditions in Mexico, Russia, and Spain made it impossible for her in our own generation to care for the spiritual needs of her charges. For years she had pointed out the menace of forces which would deny her children their spiritual birthright. A world on the brink of war turned a deaf ear to her pleas. The very groups which made little of her warnings are at last willing to admit that she has a large role to play in any peace program. Note the widespread and highly favorable reaction of press and radio to the Holy Father's recent peace message.

We are more than ever impressed with the holy newness of the teachings of the Church when we reflect on the conditions preceding and following recent debacles. Like a wise mother, she has a long memory where the interests of her children are concerned. She has seen civilizations rise, flourish, and decline. It is satisfying to find her vindicated once more at the bar of world opinion. How much are we doing to inculcate in our students the deep faith that will enable them to see that the Church speaks with the wisdom of the ages when she raises her voice in behalf of the exploited, the weary and the oppressed? Do they look to the Church as the light of the

world in a dark age? Do they display implicit confidence in her pronouncements on all matters affecting their social and economic welfare? Do they think with the Church in terms of ultimate rather than immediate objectives? We should not be satisfied with less. — F. M. C.

## Compensate for the Human Equation

A teacher asks us how it is that her class makes excellent grades on their weekly and monthly tests, but that they cannot answer the principal's questions when she comes in occasionally, nor do they get as high grades on the diocesan tests as they should, judging by their weekly and monthly tests. Both examinations seemingly cover the same matter.

That's a long question! We cannot answer the question for a specific situation, for such an answer must be determined by the facts and conditions of the situation. However, a general explanation of this situation may be helpful, and it is the editorial of last month: "What is good discipline," which prompted this question.

In our teaching of a particular process of arithmetic it is natural for us to fall into certain habits of speech. We tend to word problems in a similar fashion. Children get used to these wordings, and certain words become to them "cues." On these words rather than on the relation of the problem, they determine whether they shall add, subtract, divide, or multiply. The principal comes into the room and assigns problems "from her head" and falls into her habits of speech. Frequently they differ from those of the teachers—or even of the textbook—and the essential "cues" being missing, the child is lost—and hence his guessing and his lower grades. In such instances teachers should seek problems from many textbooks or other sources, and should watch their own habits of speech. If the teaching is such that the child uses "his own head" in understanding relations rather than using words as "cues," it will not matter who formulates the problem.—E. A. F.

## Home Instruction

Quite frequently we lose the chance to cultivate the good will of the parent because we take too much for granted. We assume that the problems of the child must be cared for solely by the school or that the parent is interested only in grades and promotions. "But our H.S.A. cares for home-school problems." Membership in the Home and School Association represents only a small percentage, unless your school caters to an exceptional type of parent. Many a father or mother worries about schoolwork much more than we think, reaching out in futile fashion for some effective remedy.

The child will excuse weaknesses in fundamental subjects in an effort to keep peace in the household, or a blind spot for a given subject may lead him to evaluate his effort in biased fashion. The parent may not be able to analyze the learning situation but may be able to give adequate help when deficiencies are disclosed. A note to the parent, a conference with an older sister or brother, or a general letter on recurring problems may save a student some embarrassment when the report card is forwarded. A child on the ragged edge may be saved by home instruction. A few lines giving explicit directions may prove to be an excellent means of saving face and avoiding failure. — F. M. C.

# The Faculty Study Club

Brother Adalbert, C.F.X.

THE faculty study club at St. Xavier High School, Louisville, Ky., developed as the result of the successful student study clubs, which had been established as a part of the program of the Catholic Students' Mission Crusade activities. Perhaps it was a spirit of emulation that prompted the younger members of the faculty to sponsor a faculty study club. More likely, however, it was for supplementary study of current events and problems and the Church's attitude toward these subjects and problems that gave impetus to the suggestion.

## Inspiration from Students

Study clubs at St. Xavier have been remarkably successful. Some years ago, while addressing the eleven hundred members of the student body, I remarked casually, that our Catholic Students' Mission Crusade Unit was exceptionally well organized and that the interest manifested by the students in the home and foreign missions was a reality of which St. Xavier could be justly proud. I further remarked regretfully that our program was incomplete in so far as we had never been able to organize a C.S.M.C. study club. Numerous other activities in a large high school had prevented this one important phase, so important to a complete C.S.M.C. program. Scarcely had I finished my regretful remarks, when four seniors, all of whom were honor-roll students and athletic leaders, took the floor in defense of the mission cause. "We will have our study clubs during an evening hour," they suggested. The suggestion was sponsored by 45 other prominent members of the senior class. The C.S.M.C. study clubs were thus organized and at the close of the scholastic year, 28 seniors had finished the three-project study course and were awarded leadership certificates and paladin jewels at Crusade Castle, Cincinnati. Since the first organization, the study clubs have been important features among the many student activities at St. Xavier.

## Teachers Study Leadership

During the month of September, 1939, 13 younger members of the teaching staff suggested a faculty study club. After several informal conferences, relative to the time for holding the sessions and the subjects to be discussed, we decided to organize the club according to the rules and regulations outlined in the *C.S.M.C. Leader Book*. The three projects studied were: Communism, A Course in Catechetics, and the Missions of the Southwest. As explained at the initial meeting, one objective of the faculty study club was to train leaders for study-club activities; therefore, the sessions were con-

ducted just as the members later would be expected to organize and conduct study clubs among their students. A chief and a scribe were elected by the faculty members and a leader was chosen for each session. The interest manifested by the members was sufficient proof of the success of the faculty study club. The sessions were an intellectual treat, and older non-members of the faculty often availed themselves of the opportunity to listen in during a session of discussions and debates. During the week previous to a session, members who were to participate in the program devoted considerable time to study and research in the many sources of information which were at their disposal. While conforming to parliamentary law in conducting the meetings, the discussions were always extemporaneous and informal. Personality and personal opinions were often predominant in the discussions and frequently a bit of chaff added wit and humor to an otherwise rather intensive discussion of a much-studied subject.

## They Get a Diploma

On June 1, 1940, 10 members of the faculty study club with 19 members of the senior class made a pilgrimage to Crusade Castle, Cincinnati, Ohio. There in the Chapel of the True Cross they received leadership certificates and paladin jewels from the Very Rev. Monsignor Edward A. Freking, national director of the Catholic Students Mission Crusade.

Faculty study clubs can be introduced to further interest in any kind of student activity. They give to faculty members an interest and impetus seldom seen in the time-honored school conferences, which were often boresome and unfruitful. Nor do the projects undertaken for study and

## THE INTELLIGENT VOTER

Voters are obliged to take account of political principles and political policies in exercising the franchise. Where there is question of electing a president, a governor, a member of a state legislature, or a member of Congress, it is not enough that the citizen should vote for a good man. He should vote for the candidates who will support, when in office, governmental policies which promote the common good. The citizen who merely votes for a good man or an honest man as a candidate for an office which determines legislation is performing only half his duty. He fails to make an intelligent use of his voting power. In general the conscientious citizen, the good citizen, especially the Catholic citizen, will cast his ballot only for candidates who are at once honest, equipped with knowledge for the office to which they aspire, and advocates of those legislative and governmental policies which really promote the common good.—*Catholic Action*.

discussion necessarily have to be confined to religious subjects. School discipline, student activities, and problems relative to retarded pupils, and a suitable high school course for certain types of students can often be subjects for a faculty study club. A few weeks ago, a public high school teacher told me that the athletic coaches and physical directors in the high school of which he is a faculty member conduct faculty study clubs. The rules and regulations relating to the various games to be played throughout the school year furnish material for the projects to be studied and discussed. The teacher expressed himself as being greatly elated with the accomplishments of the faculty athletic study club.

## They Study Catholic Action

While the initial faculty study club at St. Xavier High School was organized and conducted primarily to train young leaders for mission study clubs in other Xaverian schools to which they may eventually be assigned, it was suggested by one of the members that during this year the projects would be based upon the encyclicals of our late Holy Father, Pope Pius XI. In these encyclicals the alert Catholic teacher will find material for study and discussions that will prove ready and satisfactory answers for practically all present-day evils, questions, and problems.

The militant Catholic teacher should be on the firing line during these eventful days with a ready and intelligent answer to any question that may be presented by the ever inquiring youth, who think more seriously about present happenings than we teachers sometimes give them credit for. A faith may be preserved and a soul saved by an intelligent and satisfactory answer from a director of youth.

## Teachers Must Grow

If the interested athlete coaches never weary or tire of studying rules and regulations which mean so much to them in winning their teams' contests; if they show animated enthusiasm when talking to their teams about present and future celebrated athletes, how much more is it consistent with the life of a religious teacher to be ever militantly Catholic—a source of intelligent and satisfactory information regarding present-day social, industrial, and capital-and-labor questions and problems! Youth under our direction look to us for the Catholic information which they seek; and they rightly expect us to be a proper guide in their difficulties and misunderstandings. By means of the faculty study clubs, problems, which baffle youth, are often discussed with satisfactory and lasting results.

# THE CATHOLIC PRESS

## An Outline for Talks and Study During Catholic Press Month

Brother Francis Greiner, S.M.

### Definitions

The Catholic Press has been called the "Apostolate of Ink."

The Catholic Press aids in fulfilling Christ's command: "Go, teach all nations."

The Catholic Press includes all leaflets, pamphlets, newspapers, magazines, and books colored with an unmistakable Catholic philosophy of life.

Readers are as vital to the Catholic Press as writers. (Producers and Consumers.)

### Endorsements

In addressing the sponsors of the Catholic Press, Pius XI said: "You are my voice."

"In vain will you build churches and schools unless you wield the powerful weapon of the Catholic Press." — *Pius X*.

"I fear for the Catholic that does not nourish his soul at the table of the Catholic Press." — *Bishop Byrne*, San Juan, P. R.

"The needs of our times then require that the laity, too, and especially those who collaborate with the hierarchy of the Church, procure for themselves a treasure of religious knowledge, not a poor and meager knowledge, but one that will have solidity and richness through the medium of libraries, discussions and study clubs; in this way they will derive great benefit for themselves and at the same time be able to instruct the ignorant, confute stubborn adversaries and be of assistance to good friends. We have learned with no little joy that your press is a sturdy champion of Catholic principles. . . ." — *Pius XII* in Encyclical to American Hierarchy.

### Patron: St. Francis de Sales

### Present Need and Effectiveness

1. The press is employed by the forces of evil for propaganda (showers of pamphlets).

2. Leaders have used the press effectively in the past: Tracts for the Times, during the Oxford Movement; Tracts, by St. John Bosco in his early apostolate.

3. The Catholic Press offsets the pagan atmosphere of the modern world. Rev. Edward Leen has pointed out the need in *Progress Through Mental Prayer*, pages 218-220:

"Christians are obliged to live and move in an atmosphere saturated with worldliness, in a world in which almost every appreciation of things is at variance with the appreciations of Jesus Christ, and their judgments cannot remain unaffected by the prevailing tone and tendency of the environment unless a steady corrective be applied. This corrective is to be found in the use of spiritual books. . . . The air we breathe is reeking with these poisonous thought-germs which tend to destroy the spiritual life of the soul; for it substitutes a narrow, selfish and hard calculation for the childlike trust in a loving Providence so recommended by the Gospel."

4. Greatest achievement of the Catholic Press in the United States has been the unmasking of Communists in Spain and of the "American Friends of Spanish Democracy" in the United States during the Spanish Civil War.

5. Catholic Action as defined in *Catholic*

*Action* for November, 1940: "A Unified Laymen's Program of Prayer, Study, Action, Under the Supervision of the Bishops."

### Tradition of the Catholic Press

1. Inspired writers of the Old and the New Testaments.

2. Christian apologists: St. Justin, St. Irenaeus.

3. Fathers of the Church: In West: St. Augustine, St. Ambrose, St. Jerome.

In East: St. John Chrysostom, St. Basil, St. Gregory Nazianzus.

4. Sovereign Pontiffs in their Encyclicals.

5. Archbishops and Bishops in their pastoral letters.

6. Copyists in the monastic scriptoria.

7. Machinery for the safeguarding of purity of doctrine through rigid ecclesiastical censorship.

8. All religious have the obligation of daily "spiritual reading."

9. Almost every Benedictine monastery has its own printing press.

10. As "Mother of the Arts," the Catholic Church has promoted the art of literature.

### Models

The Rules of Religious prescribe the daily or weekly study of the Catholic faith and the reading of edifying matter during most of the meals.

The saintly William Joseph Chaminade, the founder of the Marianists and the Daughters of Mary, was overtaken by death while the History of the Church was being read to him.

### Promotion of the Catholic Press

#### I. In School



Reading for the Entire Family.

—The Brooklyn Tablet.

a) By advertisement  
1. Attractive display of Catholic books, magazines, newspapers.

2. Observance of Catholic Press Month, and National Catholic Book Week (sponsored by Catholic Library Association in November).

3. Installation of pamphlet rack.  
4. Establishment of miniature Catholic author gallery.

5. Explanation of work of N.C.W.C. News Service in behalf of the Catholic Press of the United States.

b) By patronage  
1. Subscriptions to Catholic magazines and newspapers, purchase of Catholic books by the library.

2. Inclusion of Catholic books on reading lists.

3. Inclusion of Catholic periodicals on reading lists.

4. Occasional requirement for students to bring Catholic book or magazine and to report on one chapter or one article to the class. The mere handling of these books and magazines can effect enduring interest.

5. Awarding of Catholic books as prizes.

6. Enthusiastic discussion of Catholic literature in literature classes.

7. Purchase of Catholic periodicals at club rates.

8. Instructions on the use of the *Catholic Encyclopedia*, *Catholic Dictionary*, *Missal*, *Catholic Who's Who*, *Bookman Catholic Magazine Index*, *Catholic Periodical Index*, etc.

9. Adoption of official school prayer book for use at school exercises and annual retreat. *My Father's Business* and *Martha, Martha* serve the purpose adequately for high school boys and girls respectively.

10. Organization of Journal Clubs.

a) All students of club read privately an assigned timely article in a Catholic journal.

b) At the meeting of the club, one designated member gives a report on the article: purpose of the author, method employed by author, contents of article, criticism of article.

c) Open discussion of article follows.

11. Opportunity for daily spiritual reading (public or private) for four or five minutes each day, during Religion period or during last period of day.

c) By guidance

1. Aiding students in choice of reading matter.

2. Cultivation of literary abilities of students for the continuation of Catholic production.

3. Direction of promising graduates into schools of journalism and fine arts.

4. Inclusion of book reviews of Catholic works and editorial comment on national and world events from Catholic viewpoint in student publications.

#### II. At Home

In his encyclical, "Summi Pontificatus," Pius XII proclaims the sanctity and priority of the human family. The following quotations assert the role of the parents in the training and education of their children. The Catholic Press in the home is a valuable tool for imparting to children this indispensable domestic training.

"The charge laid by God on parents to provide for the material and spiritual good of their offspring and to procure for them a suitable training saturated with the true spirit of religion, cannot be wrested from them without grave violation of their rights."

"Let it be for the sake of Christ and for life everlasting, that he (the father of the

family) admonishes all his household, teaches, exhorts, reprobates, shows kindness, corrects; and thus in his own home he will fulfill an ecclesiastical and in a way an episcopal office ministering to Christ, that he may be forever with Him."

a) Subscription to Catholic magazines and newspapers.

b) Maintenance of home Catholic religion library: religion textbooks of the children for the previous year are added annually.

c) Reading aloud the Religion lesson for the next day by the children attending school. The entire family listens to the reading at the supper table or later in the evening. ("Spiritual Reading in the Home," *Orate Fratres*, Oct. 29, 1939, by Rev. Huelsmann of Holy Family Parish, St. Louis, Mo.)

d) Organization of Study Club in the family or among two or three Catholic families. First, a reading from a Catholic magazine, newspaper, or book. Then, an open discussion of what has been read. (In St. Francis de Sales Parish, St. Louis, of which the Most Rev. Christian H. Winkelmann, then Auxiliary Bishop of St. Louis, was Pastor, there were fifty-two Study Clubs in operation under parochial supervision.)

### III. In Community

a) Use of subscriptions to Catholic magazines and pamphlets as Christmas gifts, birthday gifts, etc.

b) Preservation of Catholic magazines and newspapers for distribution in hospitals, old folks' homes, and prisons.

c) Cataloging of Catholic books in Public Libraries. This work has been accomplished by the students of Chaminade High School, Dayton, Ohio, and of Trinity High School, Sioux City, Iowa.

d) Repeated requests for specific Catholic books at public libraries by different persons.

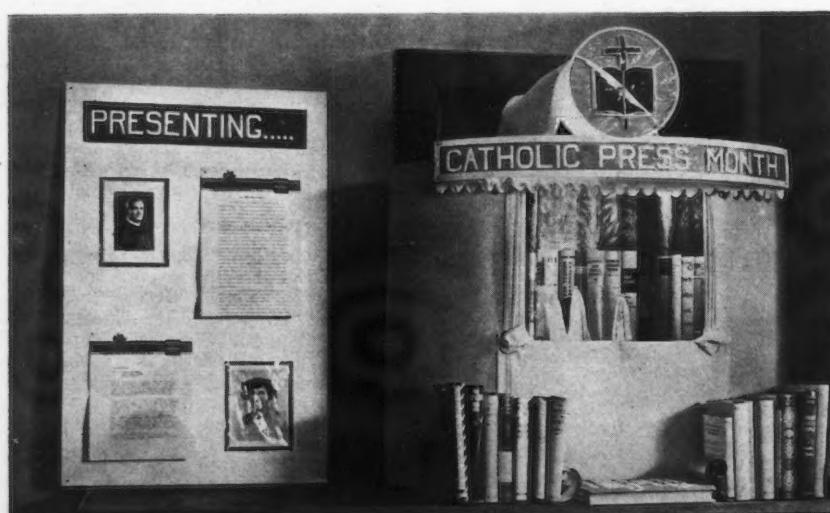
e) Establishment of Catholic newsstand and magazine stand in commercial centers.

f) Adoption of study club outlines by Catholic organizations.

g) Sponsoring of "Book Reviews" by societies.

h) Donation of duplicate copies or unused copies of Catholic books to school libraries or public libraries.

i) Taking advantage of present low postal rates for the sending of books—one and one half cents per pound.



Part of an Exhibit for Catholic Press Month at the Ursuline Academy, Kirkwood, Missouri.

## A Catholic Press Month Project

Sister M. Clare, O.S.U.

During Catholic Press Month last year, rather than sponsor a drive that would entail expense to our students, we decided to try to help them become Catholic literature conscious by drawing their attention to Catholic books and Catholic authors.

We wrote to several publishing companies asking for book jackets and information about a number of Catholic authors whose books they published. The response which we received was most helpful and gratifying.

A miniature theater, regally unconscious of its cardboard box plus crepe paper lining, displayed a scene from a current book each week.

As a beginning, petite Elizabeth Seton,<sup>1</sup> was presented, hoop skirt and all, as mistress of a sedate colonial living room. (NOTE: The mirror above the fireplace, as well as the plaque adorning the wall, was salvaged from one of the hundred lost compacts in the high school lost and found.

The next week a decided contrast in choice

<sup>1</sup>Van Sweringen, *As the Morning Rising*, Benziger, c1936.

of book quickened interest. The severity of a cultured home scene gave place to one of the American wilderness, where the French Blackrobe, Pere Marquette, lived those heroic and perilous years of such vital interest to all. This time the puppet theater deigned to have a hole cut through its floor—for art's sake, of course—in order that a red glow, electric current via Mazda bulb, via red cellophane, might fall on the silhouettes of Marquette and his Indian guides. Interest in Corcoran's "Blackrobe" increased a hundredfold.<sup>2</sup>

To summarize—in fact to cope with the tremendous problem of bringing at least some of the worth-while books to the notice of the students—a last "act" was presented: Queen Truth with her ladies-in-waiting, Goodness and Beauty reigning in the Palace of Books. As great a variety as possible in type and subject matter was included in the last display so as to interest all of the girls.

One might sum up the ingredients necessary for this project briefly as: Little money, more work, most thought.

<sup>2</sup>Corcoran, *Blackrobe*, Bruce, c1937.

## LET YOUR LIGHT SHINE

High school students appreciate examples of virtue and heroism which are not beyond their own powers. They are, too, always interested in the doings of well-known athletes. The following story of the conversion of Knute Rockne, in his own words, is an outstanding instance of the power of good example as well as a tribute to the author himself who had the humility to be led into the fold through the example of those under his charge.\*

"I used to be impressed at the sight of my players receiving Holy Communion every morning, and finally I made it a point to go

\*The story is reprinted from *Through Hundred Gates*, a book of conversions (Bruce Publishing Co.).

to Mass with them on the morning of the game. I realized that it appeared more or less incongruous, when we arrived in town for a game, for the general public to see my boys rushing off to church as soon as they got off the train, while their coach rode to the hotel and took his ease. So for the sake of appearance, if nothing else, I made it a point to go to church with the boys on the morning of a game.

"One night before a big game in the east, I was nervous and worried about the outcome of the game the next day and was unable to sleep. I tossed and rolled about the bed and finally decided that I'd get up and dress, then go down to the lobby and sit in a chair alone with my thoughts. . . .

"Along about five or six o'clock in the morning, I started pacing the lobby of the hotel, when suddenly I ran into two of my own players hurrying out. Within the next few minutes, my players kept hurrying out of the door in pairs or groups, and finally, when they were about all gone, I got near the door so I could question the next player who came along.

"In a minute or two, the last of the squad hurried out of the elevator and made for the door. I stopped them and asked them if they, too, were going to Mass, and they replied that they were. I decided to go along with them. Although they probably did not realize it, these youngsters were making a powerful impression on me with their piety and devotion, and when I saw all of them walking to the Communion rail to receive, and realized the several hours of sleep they had sacrificed in order to do this, I understood for the first time what a powerful ally their religion was to those boys in their work on the football field. Then it was that I really began to see the light; to know what was missing in my life, and later on I had the great pleasure of joining my boys at the Communion rail."

# A Lincoln-Day Program for the Upper Grades

Sister M. Cassilda, O.P.

## PROLOGUE

READER:

In these troubous days in which we find ourselves, it may be of benefit to all to think of another time when the very life of our country hung in the balance. Since this is the 132nd anniversary of the birth of one of our great men, it may be well to consider the difficulties which attended the formation of our nation and its preservation in the Civil War days of Lincoln's time. We ask our audience to transport themselves in spirit back to the year 1862. It is the month of September, and the air seems charged with a sense of some very important and momentous event about to occur. Everyone feels that a decisive battle must soon be fought or the Union will be irretrievably broken up. In the state of Maryland, near the historic site of Sharpsburg or Antietam Creek, a group of anxious mothers meet and discuss their hopes and fears for the future. Let us listen to their conversation.

MRS. McGINN:

Shure, an' it's beautiful weather we're havin'. It's a pity that we should have to be fightin' as we are — brother agin brother, ye might say — fer we all should be one an' workin' fer our country, now shouldn't we?

MRS. HAUSER:

[Sighs] Yes, it is! If only Lincoln would free the slaves, once for all, maybe other countries who want cotton from the South would stop helping them fight against us. Look at that field of corn now. Isn't it a shame that it should be trampled down by our own boys, when common sense should tell the South that slavery is all wrong.

MRS. KELLER:

Good morning, ladies! Are you bound for the post office, too? I saw Mrs. Berg and Mrs. Donn there a few minutes ago and they were reading letters and wiping their eyes as if they had heard some bad news.

MRS. HAUSER:

Well, didn't you get a letter yourself? Have you heard from your brother lately?

MRS. KELLER:

No, my brother is with the troops in Tennessee near the Mississippi River, and everybody thinks Lee is headed straight for this locality. Your boys are more likely to know about that. Wish I could stay to hear the news but I must get home.

MRS. McGINN:

Good morning to ye then. It's better luck I do be hopin' we'll have at the post office. I hope me Moike has a letter fer me there today.

MRS. KELLER:

Good luck to you and good day!

[Mrs. Berg, Mrs. Donn, Mrs. Seitz enter from opposite side. All hold open letters in their hands.]

MRS. HAUSER:

Oh, here come our friends. Wonder what they have heard!

MRS. McGINN:

Shure, an' have ye all been to the post office today? An' did ye get a letter, Mrs. Donn? An' phwat does yer Hans write ye about himself?

MRS. DONN:

He seems to be very much worried, Mrs. McGinn. He says there is likely to be a great battle soon and it may be near here, too. Oh, how I wish this dreadful war were over.

MRS. BERG:

My Frank says that Lincoln will surely declare the slaves free if we can but win one decisive battle. I think that's what should have been done at the beginning.

MRS. SEITZ:

Well, I do think the Negroes should be free, but I can't quite see why our sons must give up their lives for that purpose. Why not let the South go if the people down there are so determined to degrade themselves that way? I need my Jim so badly I just dare not think what may happen to him.

MRS. McGINN:

Shure, an' ye are gettin' excited now. I don't worry about me Moike, he always was a good wan fer gettin' out of shkrapes.

MRS. SEITZ:

But if Jim should —

MRS. HAUSER:

There, there, all mothers naturally feel that way, but we trust in the good God to help the right, and surely we are right, so we pray God to protect our sons. Surely you would not want the country for which Washington fought so bravely to be broken up!

MRS. McGINN:

Shure, an' I'll just set me basket down fer a spell. Why, ye all know me Moike has been all I have since his father died when he was a wee chap. I've been hopin' there'll be a letter from him today. Still, if the price of freedom for the slaves must be his loife, I'd give it if it breaks me own heart! But it's borryin' trouble ye all are. All our boys have been fightin' fer two years now an' no harm has come to them yet. Cheer up, woman, pray an' trust in the good Lord!

[Miss Price and her pupils enter. Pupils are disputing about their soldier brothers.]

1ST CHILD:

My brother is more of a soldier than yours is anyway!

2ND CHILD:

Huh! That's what you say. The last time I saw my brother he had a scar as big as this [shows by action]. Your brother never got a scratch yet.

3RD CHILD:

Here, you're talking about my brother, too, remember. Just look out! Oh, Ouch! [falls near Mrs. McGinn's basket].

MISS PRICE:

Now, children, see what you have done [helps child up]. Isn't there enough war without your quarreling?

MRS. McGINN:

Oh, wirra, wirra, me eggs, me eggs? Ye spalpeens, did ye break me eggs?

1ST CHILD:

[Holding up basket] Here they are, Mrs. McGinn, safe and sound. 'Twas this stone she fell over.

MRS. HAUSER:

Well, I do pity you, Miss Price, with these mischievous children to teach. You must find it hard to be patient.

MISS PRICE:

Oh, no, they are only a bit excited just now about the coming battle. We feel certain there will be a great battle soon, and very near here, too.

1ST CHILD:

Mother, is that a letter from Frank? [points at Mother's hand].

3RD CHILD:

Will he be in the battle? I'm sure he will be the bravest in the whole army.

MRS. BERG:

Yes, I fear he will be in the battle. May God grant success.

2ND CHILD:

I know we will win at last if they only give my brother a chance at it.

MISS PRICE:

They don't understand how serious this battle will be. It means win or lose. We must all pray for success that we may soon change the sentiment of foreign nations toward us, and our country may be saved. Now, children, we must go on to school.

MRS. McGINN:

Yes, better be movin' along or ye will be breakin' things fer sure.

MRS. DONN:

Well, I must be gettin' home. It isn't safe to be away long.

MRS. BERG:

Would to God nothing worse than children's innocent quarrels happen on this road before long. Southern soldiers might be around spying right now.

MRS. McGINN:

Spakin' of soldiers, shure I'd rather be off the road when they shtart comin'. I'll be goin' along, ladies. When next we meet, the battle will be over and all calm agin. It's worried we'll all be fer a spell now.

MRS. SEITZ:

I'll just go back with you and stop at the church for a brief visit there. Maybe, I'll feel better then.

MRS. BERG & MRS. DONN:

We must be getting home, too. Good day, ladies.

[Curtain]

## SECOND SCENE

READER:

The scene changes from the road where mothers and children discussed the coming battle to the battlefield itself. Even as we today look with dread upon any event which may bring grief to our loved ones, those brave men of the 1860's, while willing to give their lives for their country to make it what it is today for us to enjoy, still had a natural feeling of apprehension as to the results of the great battle. Let us, in spirit, draw near to them as they are seated around the campfire the night before the actual battle occurred.

SOLDIERS ARE SINGING:

We're tenting tonight on the old camp ground  
Give us a song to cheer our weary hearts  
A song of love and the friends we love so dear.  
Many are the hearts that are weary tonight  
Wishing for the war to cease.

Many are the hearts looking for the right,  
To see the dawn of peace.

Tenting tonight, tenting tonight,  
Tenting on the old camp ground.

1ST SOLDIER:

If those distant lights mean what we think they do, tomorrow night we'll be singing [all sing]:

"Dying tonight, dying tonight, dying on the old camp ground."

MESSENGER:

Our Captain has just come from the General. These are his orders: Private George and Private James go on sentry duty till midnight. Every soldier who wishes to send letters to

his home should write those letters at once. The Captain will be here in person to collect any letters after a short interval. [Privates at once prepare to go as they are bidden. All others begin to write.]

1ST SENTRY:

Two years ago tonight we were on this very spot having a grand time camping and hunting possum. It does not seem possible that we are going to fight here tomorrow. But those campfires way over there can mean only one thing.

2ND SENTRY:

I think so much of my mother tonight. Wonder if I'll ever see her again. Those lights are so far away it can't hurt if I sing. [Rests on gun and sings "Just Before the Battle Mother." All join in chorus. Enter Captain with Messenger.]

CAPTAIN BERG:

Are your letters written? Messenger, please take these to the General's tent at once. [Messenger salutes and departs. Captain seats himself on the ground and speaks]: Let's sit down together, boys. It may be the last time we can do so.

2ND SOLDIER:

Does the General expect a battle tomorrow, then?

3RD SOLDIER:

We'll be in the front lines, won't we?

4TH SOLDIER:

Does the General think we have a chance to win this time?

CAPTAIN BERG:

To all your questions, "Yes." There is One above on whom we must rely. After all, we are in the right and He will not abandon us, I'm sure.

1ST SOLDIER:

Did you hear the General say anything about Lincoln's desire to free the slaves? I do hope he will do something soon. Then we would feel as if we were fighting for freedom.

2ND SOLDIER:

Yes, that would be worth fighting for. What do you know about it, Captain?

CAPTAIN BERG:

The General is certain that Lincoln will strike a blow for the emancipation of the slaves as soon as we can win one battle. Pray, friends, that we may win for the sake of freedom.

3RD SOLDIER:

That puts courage into me. I'd gladly give my life to see the land of my birth a free country. Now I'll fight like a fury.

SOLDIER MIKE:

Glad you said that, Captain. Guess I can face it better now. I have felt very downcast all day.

4TH SOLDIER:

I knew there was something wrong with you all day. Why don't you let us help you?

CAPTAIN BERG:

Can't you confide your troubles to me, Mike? Can't I help you?

SOLDIER MIKE:

Well, Captain, I wish I might ask a favor of you.

CAPTAIN BERG:

Now, see here, we've been just Frank and Mike to each other since we were boys. Don't Captain me. Just tell me how I can help you.

SOLDIER MIKE:

Thank you, Frank, that makes it easier. Somehow, I have felt a strange presentiment — that I will not come out of this battle. All day it has haunted me. However, if Lincoln really issues his proclamation after it, I shall not regret giving my life, but will give it gladly. There is a favor I would like in case —

CAPTAIN BERG:

What is it, Mike? I'll do anything that is possible for me to do.

SOLDIER MIKE:

If you come safely through and I don't, if I should be — as we sang a few minutes ago, numbered with the slain — please take this little crucifix to my mother and tell her I have kept my promise.

3RD SOLDIER:

Pardon me, Captain! Mike, won't you please tell us what that promise was. We have always felt that you were different from us all. Perhaps we would be better soldiers if we also kept that promise.

SOLDIER MIKE:

The day I left home Mother said: "Son, kiss this crucifix and promise to be always true to yourself, to your country, to your God. You will be, if you always say your prayers." I did as she asked and Mother hung the crucifix around my neck. I want her to know that I have kept my promise. It will be such a comfort to her. Frank, will you do this for me?

CAPTAIN BERG:

God willing, I certainly will. How could I refuse? [They shake hands silently.]

SOLDIER MIKE:

Thank you, old friend. Now I can face everything cheerfully.

CAPTAIN BERG:

Now, boys, let us say the prayer we used to say when we were camping here in happier days than these. Then we must get some rest so we can face the ordeal tomorrow.

[All rise and stand with heads bowed while Captain Berg prays aloud.]

PRAYER:

Grant peace, O Lord, in our days, for there is none other to fight for us but Thou, our Lord!

ALL:

Amen.

### THIRD SCENE

READER:

The scene now changes back to the road in Maryland where we first saw the mothers and children. The battle has passed and the great event so hoped for has become a certainty. While the battle has brought death and disaster to individuals, it has also brought the long desired Proclamation which proved to the world that we were fighting for the freedom of the slaves — fighting to remove that trace of barbarism, slavery, from our fair country. This time some of the Negroes express their opinions of the great Proclamation.

[Several Negroes enter and look as if eager to find something, yet afraid to be seen. They sing]:

Say, darkies, hab you seen ole Massa, wid de muftach on his face,  
Go long de road some time dis mornin' like he gwine to leabe de place?

He seed a smoke way up de ribber where de Linkum gunboats lay

An' he dooks his hat an' he lefs berry sudden  
An' E specks he's run away.

De Massa run, ha, ha, De darkies stay, ho, ho,  
Fer it mus' be now dat de kingdom's comin'  
an' de year of jubilee.

1ST DARKY:

Hey, Sambo, be dat de oberseer comin' down de road?

SAMBO:

Oberseer, nothin'. He got nothin' to say.  
Abe Linkum said de darkies am free.

QUIMBO:

But dat oberseer, he don' believe dat. Dere comes somebody. We better hide and hear what dey say.

1ST DARKY:

Yah, le's hide behind dem rock ober there.  
[All run off. Enter Miss Price and her pupils.]

1ST CHILD:

What did you call that paper Lincoln issued, Miss Price?

MISS PRICE:

Emancipation Proclamation. You know, I explained that emancipation means setting free, and proclamation means to make known. We are telling the world that the slaves are slaves no longer, but free men.

2ND CHILD:

Miss Price, I don't understand how that helps us in the war.

MISS PRICE:

Just this way. England and France want the cotton from the South. They care not whether we have one country here or a dozen small countries as they have in Europe, so the Union means nothing to them. But when we talk about slavery, it changes the fact of the matter immediately. Both those countries have abolished slavery as a moral evil; therefore, they can't help slavery along. It follows that they must stop helping the South. Alone, we can defeat the southern states; while they have the aid of England and France we could not do so.

3RD CHILD:

That's why Mrs. McGinn keeps saying: "If only Lincoln frees the slaves, I can be soothed. Me Moike has not died for naught."

MISS PRICE:

Let's hurry on to see if the Proclamation has already been posted at the post office. [Exit Miss Price and pupils. Re-enter Darkies.]

SAMBO:

Dere, did you all hear dat 'bout 'Mancy— 'Mancy—

QUIMBO:

Nebber mind dat big word. We's free men, dat's wat Linkum says. Linkum he one good man. [Jumps around and sings]: Linkum, Linkum, is our man. Abe Linkum is our hero.

We'll fight for Linkum if we can, We fight for Linkum here-o.

1ST DARKY:

Bet we will. Ole Massa say we got to carry water an' help de Sothern Sojers. Now we go help Linkum's men. We all do dat wif joy; don' we boys?

SAMBO:

Watch us work for Linkum! But look ober dere. I sees dust an' dus' mean Sojers. Guess we better hide again. Mought be from de Souf 'stead of de Norf [exit singing Linkum, etc., as above].

[Enter Mrs. Hauser, Mrs. Berg, and Mrs. Donn.]

MRS. HAUSER:

Wonder why those darkies were in such a hurry to get away. They seem to be excited, too, as if they had heard about President Lincoln's Proclamation. No wonder they are happy. Hope the paper is already posted. I'm eager to get a glimpse of it and make sure it's really true.

MRS. BERG:

Little did we know when we last met on this very spot how things would actually end. Poor Mrs. McGinn, she was so confident that all would be well with Mike.

MRS. DONN:

The poor woman keeps on saying: "If only he didn't die for naught."

MRS. BERG:

I hope Frank will be sent to post the Proclamation. I'm sure he could tell us about Mike. They were such friends.

MRS. HAUSER:

Why, here comes Frank and two other soldiers, right now.

CAPTAIN BERG:

Good morning, Mother and Ladies. We did tear up things around here by the looks of the cornfield, but we won.

MRS. BERG:

Frank, we were just saying, maybe you could tell Mrs. McGinn something about Mike. Do you know any particulars that could make her feel a bit comforted?

MRS. DONN:

Hush, here she comes now, going to the post office to see if she can get any more information.

MRS. McGINN:

Shure, an' is it ye, Frank? Did ye — Oh, how can I say it? Can you tell me aught about me Moike?

CAPTAIN BERG:

Yes, I have something to tell you and something to give you, too. Are you strong enough to bear it? I'm on my way to the post office now on important business for the General. Would you rather wait till I come to your home after that is done?

MRS. McGINN:

Shtrong enough, is it? Ay, ay, me heart aches to know what ye can tell me.

MRS. BERG:

Easy, Frank, make it as gentle as you can.

CAPTAIN BERG:

The night before the battle, Mike asked me to bring this [*holds up crucifix*] to you and tell you he had kept his promise.

MRS. McGINN:

Me boy! Me poor boy! [*clasping crucifix tightly to her breast. Mrs. Berg and Mrs. Donn lead her to the side.*]

MRS. DONN:

Just sit here on this stump, Mrs. McGinn. [*Stand near her.*]

MRS. BERG:

Frank, what is the important business of which you spoke?

CAPTAIN BERG:

Thank you for reminding me, Mother. I have here a copy of the Emancipation Proclamation, which I must post without delay.

SOLDIERS:

Could you read it here, Captain? It might ease her [*pointing to Mrs. McGinn*] pain a little. Mike was so eager for it you know.

CAPTAIN BERG:

If it can relieve her in any way, I'll certainly read it.

MRS. DONN:

Mrs. McGinn, Frank is going to read the Proclamation. Would you like to hear it?

MRS. McGINN:

Ay, that I would. Then I'm shtrong again. Me Moike has not died for naught.

CAPTAIN BERG:

I, Abraham Lincoln, President of these United States of America, do hereby proclaim that if the succeeding states do not return to their allegiance to these said United States, before January 1, 1863, all persons held as slaves in said seceding states, are hereby declared free.

Signed

Abraham Lincoln.

Now I must really go on my errand.

MRS. McGINN:

Won't ye do me one little favor?

CAPTAIN BERG:

With pleasure, Mrs. McGinn.

MRS. McGINN:

Won't ye all sing it fer me here before ye go — the song me Moike loved. Many's the

time he whistled it here under the stars of a Sunday night — "Nearer my God to Thee." [*All stand reverently with bowed heads while Mrs. McGinn stands somewhat in the foreground holding up the crucifix for all to see.*]

ALL SING:

Nearer my God, to Thee, nearer to Thee,  
E'en though it be a cross  
That raiseth me.  
Still all my song shall be  
Nearer my God to Thee,  
Nearer, my God to Thee, nearer to Thee.

## HOW TO WRITE A BOOK REPORT

Brother Basil, F.S.C.

We complain again and again that students' book reports are meaningless. Why not contribute to better reading and reporting by providing your students with a practical reading and reporting guide? We venture to submit the following which has done good service for many years:

### What Kind of Book

1. What is the title of the book?
2. Who is the author? Write a very brief sketch of his life.
3. Tell your friend briefly the contents of the book. What is its subject? What has the author to say to his readers?
4. Tell your friend how you like the book. What things in it did you enjoy most? What, if anything, did you fail to enjoy?
5. Mention some other book that you have read recently. Compare for your friend the merits of that book with the merits of this one. Which was the more interesting, and why?
6. Tell your friend whether or not it would pay him to read the book. Give your reasons.
7. Tell your friend what you think any reader might get from the book to make him better, wiser, happier, braver, or kinder; or, to make a better citizen of him.
8. Tell your friend whether the author seems to you to be sincere. Does he really seem to mean what he says, and not merely to say it for effect? What makes you think so?
9. Find and copy out for your friend some of the most characteristic opinions of the author, giving references.

### Getting Acquainted With the Author

10. Tell your friend about the author's style. (a) Is it interesting? (b) Is it clear? (c) Is it forcible? (d) Is it smooth, graceful, and musical, or is it harsh and rugged? (e) Have you noticed any other peculiarities in the author's style? It would be well to quote some passages which illustrate these characteristics.
11. Tell your friend about the author's descriptions. Are they vivid? Can you picture to yourself the scenes and persons he portrays? Quote one or two brief passages of good description and explain why in your opinion they are good.

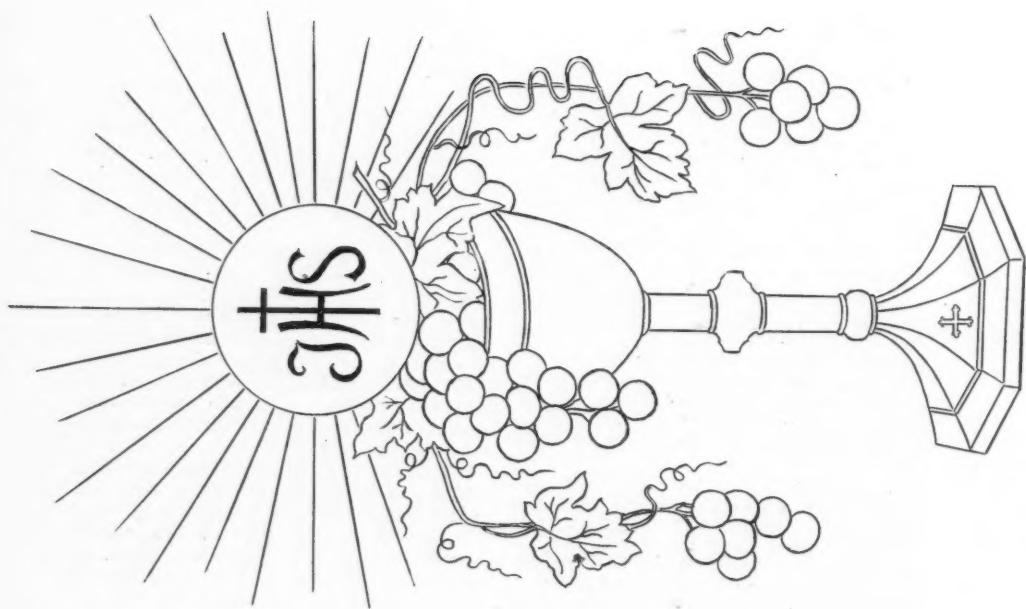
12. Tell your friend about the author's use of words. Choose one or two of the following questions, and study parts of the book with special reference to these questions. Write the results of your study, giving numerous examples. (a) Does the author use many adjectives? Are they genuinely descriptive? (b) Notice the verbs. Does he make much use of the different forms of the verb *to be*? Are the sentences containing this verb as forcible to you as the sentences containing other verbs? (c) Does the author use many long and difficult words or words that are new to you? Mention some that you could understand.

stand at a first or second reading with the aid of a dictionary. Show, if you can, in the case of one or two of these words how you found out the meaning.

13. Tell your friend about the plot. Does the story turn out as you expected? Might it have turned out differently? If so, what might the ending have been? Point out, if you can (a) some chapters or passages that could be omitted without detriment to the story; (b) some chapters or passages that could be transferred to another part of the book. At what point in the book does the interest appear to be strongest (to culminate)?
14. (a) Do the scenes and characters strike you as real? When you think about the characters, can you see in your mind what they do, and hear what they say? If so, give some instances. (b) What character do you like best, and why? (c) Give, if you can, some illustration of unnaturalness or inconsistency in the conduct of the characters.

### A Real Literary Study

15. (a) Was any part of the book intensely exciting? (b) Do you think the whole story or any part of it could be worked up into a play that could be acted? If so, give suggestions as to how this might be done.
16. Does the book, taken as a whole, seem to you to illustrate or enforce any sentiment, truth, or general principle? Has it any central idea?
17. Name, if you can, two books which you think you would enjoy reading; state why you think you would enjoy them.
18. Write, as you read the book, a running commentary on it. Jot down your ideas, just as they come to you, upon the characters, the plot, the main or central idea of the book, and the style. At intervals make guesses as to what is coming next or as to the conclusion of the story. When you have finished reading you will have in your notebook a kind of diary of impressions. In the margin opposite each note give a reference to chapter and page.
19. Wherein do you think the person's life was most successful; give your reasons. How did he achieve his success? For what is he likely to be remembered? Compare the ideas of him you now have with those you held before reading the book. Do you now think more of him or less of him?
20. Suggestions promoted by the reading of the book.
21. This book reminds me of such a book, such an experience.
22. What new discoveries I made on a second reading of the book; I have grown up to the book.
23. Memory gems from the book.
24. Memory gems suggested by the reading of the book.
25. Jokes, applications suggested by the reading of the book.



ADORAMUS TE

# Practical Aids for the Teacher

## Little Drops of Water

Sister M. Patrick, C.D.P.

A Unit for Intermediate Grades on Water and its Relation to Weather, Animal Life, Transportation, Earth, Rain, Sports

Fourth-grade teachers in Louisiana are responsible for carrying on a science program in their classes without the use of an assigned text. By this means the work remains flexible and becomes of greater or less value according to the ability and technique of the teacher.

During the spring heavy and constant rain fell, causing much discomfort to the children and teachers. Why is it raining so much? Where does all the rain come from and where does all the water go? These and similar questions came up. The psychological time to present the unit seemed at hand. Previous discussions and studies made by the children showed that they were able to work on the unit with a good background.

### General Purpose

#### What the Unit is to Do:

1. Develop fundamental skills.
2. Develop desirable attitudes of conduct and appreciations.

3. Develop a way of thinking that will lead to fundamental understandings.

#### How to Accomplish These:

1. Introduce new interests that lead to educational experiences as well as self-entertainment and self-development.

2. Accustom pupils to the surroundings in which they must live.

3. Teach them to be open minded and to reach conclusions based on evidence.

4. Help the pupils to meet life problems with simple scientific knowledge and the needed skills.

5. Train them to develop correct social attitudes and appreciations.

### Specific Objectives

1. To develop the understanding that people of the world could not exist with any degree of comfort without water.

## Drawing The Eucharistic Poster

Sister M. Anthony, C.S.J.

#### Suggested Color Scheme:

Chalice, yellow shaded with orange and brown; grapes, purple; leaves, green blended with a little black; rays, yellow; angels' robes, any soft, bright colors of contrasting values; wings, pearl gray shaded with black; hair, brown or black; face and hands, flesh tint.

If crayons are used a natural skin tone may be secured by first using soft, white chalk on the face. Then apply orange crayon lightly over the chalk, and put a touch of red on the cheeks, after which blend the crayon and the chalk with the tips of the fingers, using a circular motion.

Best effects are obtained when tracings or hectograph copies are outlined with black waterproof India ink before coloring.

This design can also be used for Mass book covers and Mass attendance charts.

2. To develop an understanding of man's slow progress in learning that water has power and is a great help to transportation, agriculture, and recreation.

3. To study water and its relation to the weather, to men and animals, to transportation, to the earth and plants, to the rain, and to sports.

4. To develop in children the habit of using the library.

5. To develop good habits in oral and written English.

6. To increase spelling, reading, and vocabularies.

### Useful Materials

1. Maps.
2. Models of boats.
3. Weather charts and forecasts.
4. Construction Materials.
5. Pictures.
6. Living plants
7. Songs.
8. Poems.
9. Bibliography.

#### A. Encyclopedias:

1. *Book of Knowledge*, all volumes, especially Index, p. 7822.
2. *Compton's Pictured Encyclopedia*, all volumes.
3. *Encyclopedia Britannica*.
4. *Facts—New Pictorial Encyclopedia*.
5. *Home and School Reference Work*, Vol. VII.
6. *International Reference Work*, Vol. VIII.
7. *National Encyclopedia*, Vol. VIII.
8. *Standard Reference Work*, Vol. VIII.
9. *The World Book*, Vol. X.

#### B. Books:

Beatty, John Y., *Story Pictures of Transportation*, Beckly-Cardy Company, 1939.  
Beauchamp, Wilbur L., et al., *Science Stories*, Book 3, Scott, Foresman and Company, 1936.  
\_\_\_\_\_, et al., *Discovering Our World*, Book One and Two, Scott, Foresman and Company, 1938.  
Bruner, Herbert B. and C. Mabel Smith, *Social Studies*, Charles E. Merrill Company, 1936.  
Buckley, Horace Mann, et al., *Here and There*, American Book Company, 1938.  
Chamberlain, James F., *How We Are Clothed*, Macmillan Company, 1936.  
Cooke, Flora J., *Nature Myths and Stories*, A. Flanagan and Company, 1934.  
Craig, Gerald S. and Sara E. Baldwin, *Our Wide, Wide World*, Ginn and Company, 1932.  
Craig, Gerald S. and Margaret G. Condry, *Learning About Our World*, Ginn and Company, 1932.

Craig, Gerald S. and Beatrice D. Hurley, *The Earth and Living Things*, Ginn and Company, 1932.  
Dunn, Fannie Wyche and Eleanor Troxell, *By the Roadside*, Row Peterson and Company, 1928.  
Edwards, Paul G. and James Woodward Sherman, *The Outdoor World*, Little Brown and Company, 1937.  
\_\_\_\_\_, *Earth and Sky*, Little Brown and Company, 1937.  
Fisher, Clyde and Marion L. Langham, *Our Wonder World*, Laurel Book Company, 1935.  
\_\_\_\_\_, *Ways of Wild Folk*, Laurel Book Company, 1935.

Frasier, George W., et al., *The How and Why Club*, L. W. Singer Company, 1939.  
\_\_\_\_\_, *The Seasons Pass*, L. W. Singer Company, 1938.  
Freeland, George Earl, et. al., *How People*

*Work Together*, Charles Scribner's Sons, 1938.  
McConnell, W. R., *Living in Country and City*, Rand McNally and Company, 1937.  
Nida, William L., *Man Conquers the World with Science*, Laidlaw Brothers, 1934.  
\_\_\_\_\_, *Makers of Progress*, D. C. Heath and Co., 1926.

Patch, Edith M. and Harrison E. Howe, *Surprises*, Macmillan Company, 1937.  
\_\_\_\_\_, *First Lesson in Nature Study*.  
\_\_\_\_\_, *Through Four Seasons*, 1933.  
\_\_\_\_\_, *Science at Home*, 1937.

Rugg, Harold and Louise Krueger, *Communities of Men*, Ginn and Company, 1936.  
Webster, Hanson Hart and Ada R. Polkinghorne, *What the World Eats*, Houghton-Mifflin Co., 1938.

### Pamphlets, Magazines, and Booklets

Greenwood, Thelma, *Indoor Gardens*.  
Herring, Mary Belle, *The Story of Frogs*.  
Hurley, Beatrice J., *The Story of Boats*.  
Hurbelise, Alida, *The Story of Irrigation*.  
Johnson, Eleanor M., *Life in the Sea*.  
Nilsson, Kristin, *Water—Its Sources and Uses*.  
Trowbridge, Lydia J., *Transportation*.  
Tutt, Clara L., *Fisheries*.  
"Story of Louisiana Cane Sugar and Rice," *Louisiana Bulletins*, No. 384, 385.  
National Geographical, "Louisiana Conservation."

### Motivation

Many pictures in which water played a big part had been seen in the visual education films, a new service added to our school this year. When Niagara Falls was shown someone asked, "From where does all the water come?" Pictures on the fishing industries show their dependence upon water. In the films of our own section of Louisiana, we saw water to be an essential for rice growing. The presentation came on a rainy day in a discussion about weather. In simple, clear, and interesting language the challenge was made to discover how the rain falls, whither it goes, why we need rain, etc. The children could see a real reason and feel an actual need for studying the subject of water. The discussion broadened out from rain to the branches that were desirable for the unit.

### Introduction

A mimeographed list of books and their important pages was given to each pupil. As the books were read they were checked off on the individual sheets. Each child was trying to answer from his reading the mimeographed outline of questions made to guide his library reading. This is given in full:

**I. What is the one great source of water?**  
A. What is surface water?  
1. How much salt is there in ocean water?  
2. How much of the earth is covered with water?  
3. Which is the greatest ocean, river, and fresh-water lake?  
4. What is a reservoir?  
B. What is ground water?  
1. What is an artesian well?  
2. From where does spring water come?  
3. What is mineral water?  
C. Of what is water made?  
1. How many kinds of water are there?  
2. Which is the best for drinking?  
3. Which is the best for washing?  
4. What is humidity?  
D. In what forms does rain fall?

1. What causes dew, mist, and fog?
2. Why is hail harmful?
3. What dangers are there in heavy rains, snowstorms, and dense fogs?

#### **II. How is water purified?**

- A. What is filtration?
- B. What does boiling do to water?
- C. Which is the purest water?
- D. How do chemicals help to purify water?
- E. How can well water be made safer?

#### **III. What are the important uses of water?**

- A. Why must we have water to drink?
  1. How much water should we drink each day?
  2. Is it harmful to us to drink rain water?
  3. Does pure water have an odor, taste, or color?
- B. What is the first thing we need for cooking?
  1. What is the first thing to do before cooking?
  2. How do we clean fruit, vegetables, etc.?
  3. What foods require more water for cooking?
  4. How hot is water when it boils?
- C. How can water keep us clean?
  1. Which is the best way to take a bath?
  2. How much water does each person use a day?
  3. Would housecleaning be easy without water?

#### **D. What is the most important means of transportation?**

1. Name every kind of boat you can find.
2. For what are all these boats used?
3. What do they do to boats to protect them during a war?

#### **E. What pleasures or recreation does water bring?**

1. What should be the true national sport?
2. Why is ice skating healthful?
3. What is a ski?
4. How do you go yachting?
5. What do you do with a rod and reel?
6. What is a sailboat race?
7. Why do people go to the seashore?

#### **F. How does water help agriculture?**

1. What is irrigation?
2. Where is Boulder Dam?
3. What happens to a plant without water?

#### **G. Why is water good in times of a fire?**

1. Why does water put out a fire?
2. What will water do to burning oil?

#### **IV. Why is water power used all over the world?**

- A. Why is swift running water called "white coal"?
- B. What great falls in the U. S. furnishes much water power?
- C. Name some uses of steam.

#### **V. What is frozen water called?**

- A. What two kinds of ice are used in refrigerators?

1. How is artificial ice made?
2. How thick must natural ice be before it can be cut to store away?
3. How cold is water when it freezes?

#### **B. What is meant by cold storage?**

1. Why is cold storage a good thing for us?
2. Name some foods that are kept in cold storage.

#### **Activities**

##### **I. Religion**

It is remarkable in how many places in the

Catholic Church water is used. We talked of all the sacraments, sacramentals, and ceremonies where water plays a part. We found these:

1. Water is used at baptism to cleanse from original sin.
2. Water is used at Extreme Unction.

3. Holy water is used to bless the ring at a marriage.
4. Holy water is placed in holy-water fonts.

5. Holy water is used to bless a corpse and coffin.
6. Holy water is used to bless all religious things.

7. A few drops of water are put in the chalice before the offertory.
8. The priest purifies his fingers with water.

- Old Testament*
1. Moses struck a rock to get water in the desert.
2. Noa was saved in the ark when God sent the deluge.

3. Moses stopped the Red Sea and the Israelites passed over.
4. They put Moses in a basket in the water.
5. Jonas was swallowed by a whale.

6. An angel brought water to Elias.
7. After Rebecca watered Isaac's camels, they were married.
8. David took stones from the brook for his sling.

#### *New Testament*

1. Jesus changed water into wine at the wedding.
2. Jesus washed the feet of His Apostles.

3. An angel came to the pool of Bethsaida to move the water.
4. Jesus calmed the sea.
5. John the Baptist baptized Jesus in the River Jordan.

6. Jesus asked for a drink from the Samarian woman.
7. Jesus taught the people from Peter's boat.
8. Jesus caught a net full of fishes.
9. St. Paul made many voyages.

#### **II. Arithmetic**

1. If there are 37 pounds of salt in 1000 gal. of sea water, how many gallons would be needed to have one pound of salt?

2. How many degrees hotter is boiling water than freezing water?

3. Each person uses about 50 gal. of water each day. How much water is used by the fourth grade?

These are samples of original problems invented by the pupils.

#### **III. Reading and Language**

Fourth-grade pupils should read to learn. One particular day we read on any unit topic we liked. This little paragraph is the result of a surprise request to the children to tell a little story of their reading:

##### **WATER**

One time a man planted some corn on a hill. A big storm came and washed all the soil away. That is why we say that water removes things. The man did not plant anything there any more, because there was no good soil left.

—Paul Leo Major

##### **NEWS**

We constructed a broadcasting set from a tin can, broomstick, and apple box. Each day the news items of interest were flashed over station N E W S. The following rules were observed by the radio audience and announcer.

1. The speaker speaks distinctly and loud enough to be heard by all.

2. The news must be told in the speaker's own words.
3. Good posture will be kept.

4. The class is attentive and courteous to the speaker.
5. Correct English must be used.

#### **IV. Dictionary Work**

The department of Education of Louisiana issues dictionary tests near the end of the school year. As we were doing intensive study in that line, we became familiar with many words, such as: chemistry, chemicals, distill, erosion, evaporate, boiling point, freezing point, humidity, oxygen, hydrogen, minerals, vapor, artesian, filtration, ski, yacht, mist, irrigation, agriculture, cold storage, etc. We learned the following points from the dictionary: pronunciation, syllabication, definition, parts of speech, principal parts of verbs, spelling, accentuation, diacritical marks (long and short vowels only).

Perhaps there is a doubt that fourth-grade pupils can do all this work. A great deal of enthusiasm was shown when any dictionary work was on hand. The children loved "to go hunting in the word book," as they called it. With only a little guidance any of the above facts may be found in the Thorndike Junior Dictionary, published by Scott, Foresman, and Company and approved for Louisiana schools.

#### **V. About Music**

1. The rhythm orchestra was in full swing by the time the unit began. The children wrote little water songs and composed simple melodies.

2. We arranged a note scale by filling bottles with water until the correct pitch was obtained.

3. We learned many beautiful songs pertaining to water: *One Wide River*, *Ole Man River*, *Deep River*, *Way Down Upon the Swane River*, *My Bonnie Lies Over the Ocean*, *The Wide Missouri*, *Voyageur's Song*, *Flow Gently Sweet Afton*, *Building the Canoe*, *After the Rain*, *All Pull Together*, *The Fisherman*, *The Mississippi*, *The Falls of Minnehaha*, *After the Storm*, *Skating*, *Swimming*, *Blowing Pretty Bubbles*, *Row, Row, Row Your Boat*, *Levee Song*, *Three Children Sliding*.

#### **VI. Art Work**

1. Clay modeling of boats, sleds, water jugs, vases, pots, and a surface map of the United States.

2. Soap carving of boats, holy-water fonts, vases, jugs, turtles, frogs, and fish.

3. With soap shavings and wooden spools, we blew soap bubbles with hard and soft water to notice the different effects.

4. A frieze was made, titled "Blowing Pretty Bubbles."

5. Blackboard borders of snowflakes, trees in the rain, snow, boats, etc.

6. Posters: (a) Religious topics, (b) Water conservation, (c) Cleanliness and good health.

7. Booklets: (a) Large cover design for the picture collection; (b) Covers for songs and poems; (c) Cover for the story of water transportation.

8. Original freehand drawings of boats, clouds, rainstorms, ocean waves, geysers, snow scenes, etc. Some were made into greeting cards.

9. Cutouts of snowflakes, boats, and the frieze units.

10. A graph showing daily humidity was kept by the class.

**VII. Sand-Table Work**

Waterfall, water pump, and swimming pool.

**VIII. A "Picture Show"**

This was made on white wrapping paper rolled on broomsticks inserted through holes in apple boxes. The children made curtains to fix up a stage effect. Water transportation through the ages was shown.

**IX. Sweet Potatoes**

These were planted in water. Their abundant and beautiful foliage was a beauty spot in the classroom.

**X. An Aquarium**

Making an aquarium in an old painted tub with water plants and animals secured on an excursion to a near-by gulley was very interesting. After this trip we told a complete story of the waterways from the tiny spring to the vast ocean.

**Testing Knowledge**

1. The dug-out canoe was made by (Indians).

2. The kayak is an (Eskimo) boat.

3. The (Chinese) use a junk boat.

4. The Dragon ship was used by the (Vikings).

5. The steamboat was invented by (Robert Fulton).

6. The (Britannia) was the first boat built by the Cunard Line.

Choose the word below which belongs in the above blanks

Indians	Robert Fulton
Vikings	Eskimo
Britannia	Chinese

Check the correct answer:

1. The purest water can be obtained by:  
 .... filtration ... x ... distillation  
 .... treating with .... storage  
 chemicals

2. A thousand gallons of ocean water contains:  
 .... 137 pounds of salt  
 .... 100 pounds of salt  
 .... 37 pounds of soda  
 ... x ... 37 pounds of salt

3. Boiled water has no:  
 .... salt .... lime  
 ... x ... air .... chemicals

4. Much water is needed to cook:  
 .... meat .... bread  
 ... x ... rice .... lettuce

5. The true national sport should be:  
 .... skating ... x ... swimming  
 .... football .... skiing

Mark "T" for true or "F" for false:  
 1. Yachting is done on sleds. (F)

2. The Pacific Ocean is the largest one in the world. (T)

3. Soft water is best for washing purposes. (T)

4. Water is plentiful; we can waste as much as we like. (F)

5. Irrigation is known as "white coal." (F)

**Evaluation****I. Abilities**

A. Increased skill in rapid, silent reading for specific information and enjoyment.

B. Progress made in forming an outline.

C. Increased ability to carry on a discussion.

D. Practice in asking intelligent questions.

E. Practice in better oral expression.

F. Practice in solving problems made by

the children based on information found in their reading.

**II. Appreciations**

A. Appreciation of the great help given to us by water.

B. Appreciation of how much easier we can travel by water than people of olden days could.

C. A keener appreciation of music, arts, literature, and nature.

**III. Understandings**

A. Of how man has used water.

B. Of how much pleasanter our homes and schools are because of good water facilities.

C. Of how much safer it is for us to travel on water than it was in the past.

D. Of how important it is that we have pure water to protect our health.

**Remarks**

The part on water transportation was only partly developed. Six weeks were devoted to the unit. If time permits, more emphasis can be placed on water transportation, health, and clothes worn for protection against water.

**REMEDIAL LESSONS IN READING**

George E. Vander Beke, Ph.D.

1. The hare knew that he would come to the end in a few minutes; so he lay down and took a nap first. By and by he woke, and then ran fast; but when he came to the end, the tortoise was already there.

Draw a line under the word that tells how the hare felt:

sad	weary	happy
worried	ashamed	

2. Early in May a pair of robins began to build a nest in an old tree on our front lawn. Soon the framework of sticks and grass was finished, and the birds commenced bringing clay for plastering.

Draw a line under the word that tells how the mother felt:

busy	lonesome	hungry
gay	homesick	

3. The baby birds grew fat and big, but the mother grew small and thin—so thin that she looked little larger than a bluebird.

Draw a line under the word that tells how the baby birds looked:

lazy	hungry	
large	happy	

4. Once upon a time there was a man who lived far, far away in a woods. He had many, many goats and sheep, but never a one could he keep because of Greylegs, the wolf.

Draw a line under the word that tells how the old man felt:

excited	gay	worried
glad	lonely	

5. One day, when she was absent, the master came to look at his field. "It is full time," said he, "to call in my neighbors and get my corn reaped." When the old lark came home, the young ones told their mother what they had heard, and begged her to move them at once.

Draw a line under the word that tells how the young ones felt:

happy	sad	glad
excited	tired	

6. In a year he grew much, and the next year he was still taller; but yet, when it was

winter and the snow lay glittering about, a little hare would come leaping along and would jump right over the little tree. "I wish I were as tall as the others," cried the little tree. "Then I could look out into the world."

Draw a line under the word that tells how the tree felt:

afraid	lonesome	angry
contented	joyful	

7. When the Pine Tree heard that the Christmas season celebrated the coming of great joy into this world; when he saw the gladness and realized that he had done his part, he held the bright star proudly and felt grateful.

Draw a line under the word that tells how the tree felt:

sad	thankful	happy
angry	glad	

8. "What in the world are you going to do now, Jo?" asked Meg, one snowy afternoon, as her sister came tramping through the hall in rubber boots, old sack, and hood, with a broom in one hand and a shovel in the other.

Draw a line under the word that tells how Jo felt:

lazy	busy	playful
tired	worried	

9. "I," shouted Ted, "for I can run, With my high-top boots and my raincoat on, Through every puddle and runlet and pool That I find on my way to school."

Draw a line under the word that tells how Ted felt:

naughty	gay	joyful
sad	playful	

10. He gave me some very good oats; he patted me, spoke kindly, and then went away. When I had eaten my oats, I looked round. In the stall next to mine stood a little, fat gray pony.

Draw a line under the word that tells how the horse felt:

busy	ashamed	lonely
satisfied	excited	

# What Did Father Say?

Sister M. Limana, O.P.

Sister M. Charlotte, O.P.

When Wash - ing- ton was just a boy He had a hatch - et  
 When Fath - er saw what had been done He said to Georg - ie,  
 "O Fath - er with my hatch- et new," said George, "I chopped the  
 His fath - er's heart was full of joy; He said, "I'm proud of

for a toy; One day he chopped, with child - ish glee, His  
 "Tell me, Son, What hap - pened in the or - chard here When  
 tree in two; I can - not tell a lie you see, For  
 you, my boy. I'd rath - er lose my cher - ry tree, Than

fath- er's finest cher - ry tree. O Geor - gie what did  
 you and John were play - ing near?" (Same as 1.)  
 brave and true I want to be." (Same as 1.)  
 have a son un - true to me." George Wash-ing-ton so

Fath - er say When down he found the tree that day?  
 brave and true We'll ev - er try to be like you.

## Vitalizing the Teaching of Religion in the High School

Sister M. Michael, I.H.M.

No subject in the Catholic high school curriculum at the present time is being evaluated more critically as to content offered, textbooks used, and methods followed than is the teaching of religion. Catholic educators should aim to make religion the living, active part of every high school student's life. Not until the Sunday observance of religion is replaced by the conviction that morals and dogma direct our every action in the business, the professional, political and social world, will the Church expect to stop the leakage which exists and to prevent the cancerous growth of materialism in our Catholic boys and girls. Our schools cannot expect to train strong virile Catholics capable of maintaining whatever Christian civilization still remains unless our educators see that our high school boys and girls appreciate the rich heritage which is theirs.

The enthusiastic teacher who realizes her obligation to her students, who has grown spiritually and mentally herself, and who, through devotion to the Holy Ghost, has cooperated with His inspirations in vitalizing the teaching of religion has been and will be successful in directing religious instruction. At the same time she will be conscious of the so-called modern methods of teaching as used in imparting other high school subjects, and with success will apply them to the teaching of religion. A consideration of a few of these methods follows:

### Religion as a Core Course

Our colabors in the secular field are reorganizing their high school curriculum in keeping with the core-course idea. They are looking for some center, or core—an intangible from which every other subject taught will emanate. We hear of such core courses as: Personal Management, Social Living, World Culture, American Culture, Our World Heritage, and The Scientific Age. Are not these secular educators as seen from these various captions seeking for what we possess? Do they not seem to want something of a spiritual nature with the traditions which make for unity and solidarity? Is not religion alone the goal which satisfies the quest for which these public school teachers are in search? Therefore, since we tend to imitate them in other fields of endeavor either out of necessity or because we think we must follow the so-called "progressive" ideas, why not make religion our core course?

To make religion the core course, it is not necessary to reorganize the high school curriculum. Every Catholic teacher, every religious, has acquired through years of study and meditation, a consciousness of the contribution of the Church to the heritage of the race. Each subject taught can be evaluated by a threefold criterion: what the Church teaches, what principles are involved in these teachings, and what means may be employed in applying these teachings. No teacher will teach literature without having read and studied the *Catholic Tradition in Literature*, by George Carver<sup>1</sup>; or *The Catholic Literary Revival*, by Calvert Alexander<sup>2</sup>,

**EDITOR'S NOTE.** Sister Michael suggests a number of means of vitalizing subjects taught in the high school, and she applies these means, intelligently, to the teaching of religion. We would welcome more discussion of methods of teaching religion in the high school—especially, the application of these methods to particular facts of the course in religion. We should like to have especially, in this connection, letters or articles on: What is the Best Curriculum (or Curriculums) for the High School?

or *Religion and the Study of Literature*, by Brother Leo,<sup>3</sup> or *The Catholic Spirit in America*, by George Shuster,<sup>4</sup> or one or more of the many other splendid references in this one field. So, too, the teacher of social sciences will know the encyclicals as well as the correct philosophy of government as interpreted from Plato to Maritain; while the teacher of science will know the attitude of the Church on evolution, the age of the world, and the days of creation, or any other related subjects that arise. On, down through all the other fields will this deep spirit of Catholicism which the teacher has imbibed be transmitted successfully to her students. Thus it is seen that these so-called core courses necessitate an enriched background in related fields on the part of the teacher, rather than a reorganization of the high school curriculum, as so often believed.

### Panel Discussions Provide for Individual Differences

The problem of individual differences confronts the teacher of religion as well as the teacher of other classes. Individual differences arise not only from the differences in I.Q.'s, but from differences in religious background. Panel discussions provide a means of caring for these differences. They make possible the enrichment of the curriculum, challenge the superior students, and develop leaders.

Through panel discussion the curriculum is enriched in that many subjects which ordinarily are beyond the compass of the curriculum because of the time element may be discussed by the average and superior student, while the poor student benefits from the discussions. Panel discussions necessitate library research in order to present the subject matter intelligently and to answer the questions proposed by the class. They develop leadership as they provide that training which makes it possible for the student to speak with ease and with conviction before a group. At the same time they provide that training in clear thinking, courteous response, and beyond all else, courage to accept a challenge. Thus students become able to give a reason for the faith that is within them; this is especially true when they are questioned by non-Catholics. At times this discussion method will bring to light otherwise latent abilities in many of the pupils.

### Interesting Book Reviews

Books can be reviewed by following the same panel-discussion method. The reading of

<sup>1</sup>Doubleday, Page & Co., Garden City, N. Y.  
<sup>2</sup>The Bruce Pub. Co., Milwaukee, Wis.

<sup>3</sup>Schwartz, Kirwin, & Fauss, New York, N. Y.  
<sup>4</sup>The Dial Press, New York, N. Y.

Catholic books should be encouraged among our students. Just as was said centuries ago, "Can anything good come from Nazareth?" so today our students often ask, "Can a Catholic book be interesting?" Their reactions to Catholic books will depend upon the selections made and the method of presentation. What can be a better choice than the historical novels by Helen C. White. The leaders of the group could give a brief report on the life and contributions of Miss White. The other members could review her three outstanding books, *The Watch in the Night*, *Not Built by Hands*, and *To the End of the World*. Since these works are being reviewed in a religion class, the Catholic doctrine or historical facts involved should be emphasized and explained by the reviewer rather than the mere plot. The discussion leader could conclude the panel by reading criticisms on these books from *The New York Times*, *Saturday Review of Literature*, *America*, *Catholic World*, or *The Sign*. The poorer students will thus become acquainted with an author that would be too difficult for them to read; old doctrines will be brought to light in a new way; and the fact that Catholic authors make news in literary reviews will be made known. Students will be stimulated to read these books for themselves even if they are not required; and what is better still, they will be fired with a desire to suffer valiantly for Christ, even as did More and Fisher and Campion in the days of Elizabeth.

The selection of books reviewed will depend upon the maturity of the class. Willa Cather's *Shadows on the Rock* could follow the study of Helen White's works. The comparison of the writings of these two authors could be the main theme of the next discussion. Owen Francis Dudley's books lend themselves to this method especially for the younger students. Novels of authors of long ago such as Canon Sheehan's *Triumph of Failure* and *Luke Delmege* may be introduced. Modern biographies make an ideal introduction to Catholic literature. Farrow's *Damien the Leper* captivates a class, as does Katherine Burton's clever works on Mother Seton and Rose Hawthorne—not to omit Feeney's *An American Woman*. Founders and foundresses of religious communities and men like More and Fisher, about whom much has been written, may be reviewed in this same method.

Other than novels and biographies find a place also. Books that are too long and difficult in themselves but have a contribution to make may be assigned chapter by chapter to different students. Walsh's *The Thirteenth, the Greatest of Centuries*, and Michael Williams', *The Catholic Church in Action* are two of the many that are worthy of presenting in this way. The lives of Catholic scientists and their contributions lend themselves to another panel discussion as do the works of Catholic poets and essayists. The heritage of our religion is brought home to our children through these wider and broader experiences with the writings of Catholic authors.

### Apologetics Essential and Interesting

Apologetics is seldom liked by seniors. Some teachers question its place in the high school curriculum. Yet several students will enroll the following year in a state university; others will enter the world. In fact, the majority of them will not continue in Catholic colleges. They will have to be able to defend such questions as the existence of a God, the existence of a soul, the need of religion, and related problems. *Faith and Reason* by

Schmidt and Perkins, reviewed in a series of four panel discussions will give to these students the answers to the problems that will later confront them in the materialistic world they are about to enter. The material found in *Faith and Reason* can be enriched by using such references as: *The Question Box*, *Faith of Our Fathers*, *Radio Replies*, any of Father Scott's several books, and others. The students become acquainted with reference material which they can later suggest to others.

Panels can be arranged into units by the use of pamphlets as references for such subjects as: Capital and Labor, Catholic Beliefs and Practices, Moral and Social Problems, The Liturgical Year, etc. These little inexpensive booklets furnish an ideal method of obtaining information. The pamphlets can be purchased from the following publishing companies: Our Sunday Visitor Press, The America Press, The Paulist Press, the Catholic Truth Society, and The Queen's Work.

#### Introducing Students to Catholic Periodicals

*Catholic Periodicals.* The Bishops of the Church, especially in America, are continually emphasizing the need of supporting the Catholic press and with little effect. An intelligent Catholic laity that thinks with the Church needs this medium. The high school students of today are the parents of tomorrow. To the extent that they learn the value of Catholic periodicals will the Catholic press of the future flourish and fulfill its mission in America. Many plans suggest themselves to the enthusiastic teacher. Secular magazines are already known to our boys and girls. Students can be introduced to Catholic periodicals by having them compare a Catholic magazine with a secular magazine as to the style of writing, types of articles covered, format, and price. *The Readers Digest* and *The Catholic Digest* lend themselves to this idea. Others that could be compared in the same manner are: *Catholic World* and *Harpers*; *The Sign* and *Atlantic Monthly*; *The Catholic Woman's World* and *Good Housekeeping* or *Ladies Home Journal*; *America* and *Time*; *The Commonwealth* and *Newsweek*; the "Youth Section" of *Our Sunday Visitor*, and the *Scholastic*, a secular high school magazine. In this way students meet many Catholic magazines for the first time. The requirement of reading articles from one of these magazines once a week to be briefly reported on in good form on a 3 by 5 card or, orally, for instance each Monday will necessitate the students' becoming acquainted with Catholic periodical literature. They see then their advantages, and, if continued assignments are made, they will become so a part of their lives that they will subscribe to them.

#### Writing Term Papers

One term paper a year, according to correct form, should be required of every junior and senior high school class. Topics on Church history should be assigned to juniors and topics on moral and social problems to seniors. This requirement will acquaint the students with the tools of research and library facilities, a knowledge so necessary for future success in college. The over-used textbook will then be replaced by other authorities in the field.

#### Oratorical Contests

Some of the topics selected for term papers may be chosen for oratorical contests within

or between classes. Visitors may be invited. Thus public speaking will be encouraged and that poise and confidence which accompany such training will naturally follow.

#### Practical Character Education

Character education must be both direct and indirect. The religion period is generally devoted to direct character training if any is done. Are not our secular teachers trying to find an answer to this problem in their course on social arts, in the multiplication of personality tests, questionnaires, attitude tests, social usage tests, etc. Our students like these self-examinations rather than being preached to. These questionnaires have a teaching value. They are a means of developing virtues. They are the natural approach to the development of the supernatural. With the assistance of divine grace we will aid our students to practice those virtues that develop that refinement and strength of character which should be characteristic of our Catholic high school youth. Personality tests are only the popular surface approach to age-old virtues, but their language is better understood by modern youth. The teacher's background can assist

the students to apply social-usage suggestions in the light of Christian philosophy.

*Meditation.* Modern youth craves the spiritual. Perhaps there is no method of prayer that they themselves ask for (once they have been taught) more often than mental prayer. Short meditations, not more than three minutes should open the religion class frequently. After a little instruction students are quite capable of conducting this. The liturgical year and selections from the New Testament offer means of suggesting virtues and practices so often neglected in this rush-away world. Try it a few times and students will ask to have it continued.

The several methods briefly outlined suggest ways to integrate religion with life; to acquaint students with the vast field of literature at their disposal; to give youth the courage of their convictions that in Christ, with Christ, and for Christ they may become intelligent Catholic leaders—members of that great army enrolled under the banner of Catholic Action and thus enjoy for all eternity Him whom they have come to know, to serve, and to love.

## A Catholic Action Project

Sister Gabriel, O.S.B.

ing basis:

- a) Message conveyed—50 per cent  
1) It must urge the observer to Christ-like action.
- 2) The message should be readily recognized.
- b) Distance visibility—25 per cent  
It must be read easily at a distance of at least fifteen feet.
- c) Pleasing design and artistic execution—25 per cent
5. That contestants may receive assistance from any interested individuals, consult and utilize any material, and make as many entries as desired.
6. That the month of February be devoted to preparation for the contest.
7. That an exhibition be held for the entire student body and for the public.
8. That entries be identified by numbers obtainable from the committee in charge.
9. That sufficient hectographed copies of rules governing the contest be distributed to teachers of eligible grades and to the judges of the contest.
10. That a series of posters and circulars be devised to arouse and sustain interest.

#### The Students' Response

For days following the announcement of the contest several hundred boys and girls were absorbed in books and magazines for ideas. Their enthusiasm was contagious. Parents, older brothers and sisters, friends, and associates took an active part in contributing to the ultimate product, for the contest. Because of the numerous entries, the lobby of the Institute Building was literally lined with posters of every size, color, and shape. The observers were invited in the most ingenious ways to become living members of Christ. There were messages encouraging better understanding and a greater appreciation of the Holy Sacrifice. The results of missionary endeavors were graphically portrayed. Christians were urged to the observance of the Commandments for the love of

#### Objectives of the Contest

1. That the Christlike Ideals Committee conduct a contest with the following objectives in view:
  - a) That pupils of the fifth, sixth, seventh, and eighth grades become familiar with the aims of the Catholic Action movement.
  - b) That contestants be animated with the conviction that every intelligent Catholic has a worth-while message to give.
  - c) That entrants and those with whom they come in contact be made conscious of their responsibility to carry this message into the lives of others less fortunate.
  - d) That associates be stimulated to become enthusiastic supporters of projects designed to promote the interests of Christ.
2. That all entering the contest be charged a fee to create a fund for prizes.
3. That the pastor and principals of two local grade schools be asked to act as judges for awarding prizes.
4. That projects be judged on the follow-

Christ; to cleaner movies; to the reading of worth-while literature; and to more frequent and worthy reception of the Sacraments. There were inspiring art windows and a spiritual bouquet in the form of tiny airplanes for the success of missionaries in foreign lands. A replica of Rheims Cathedral complete to the rose window, occupied a conspicuous corner of the lobby. Suspended over it in large letters of wood were the words "Salute the Lord." Carrying out the message in a striking manner, was a trim miniature clay modeling of a man tipping his hat in salutation to his Eucharistic King as he passed along the street before the door of the Cathedral.

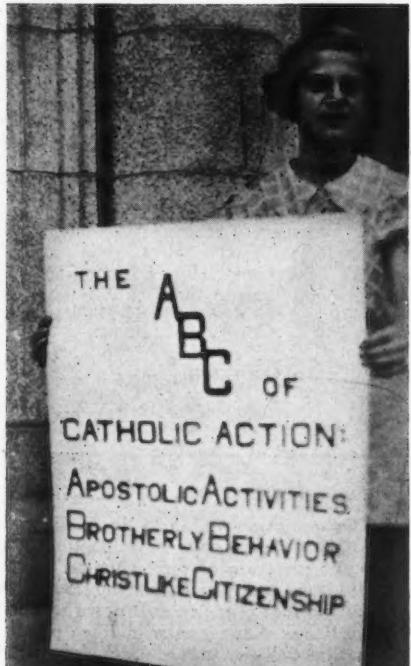
#### The Results

First prize was won by a poster, the A B C of Catholic Action, emphasizing Apostolic Activities, Brotherly Behavior, and Christlike Citizenship. Winning prizes, however, was not the purpose of the contest. Objectives formulated when the contest was planned were emphasized throughout.

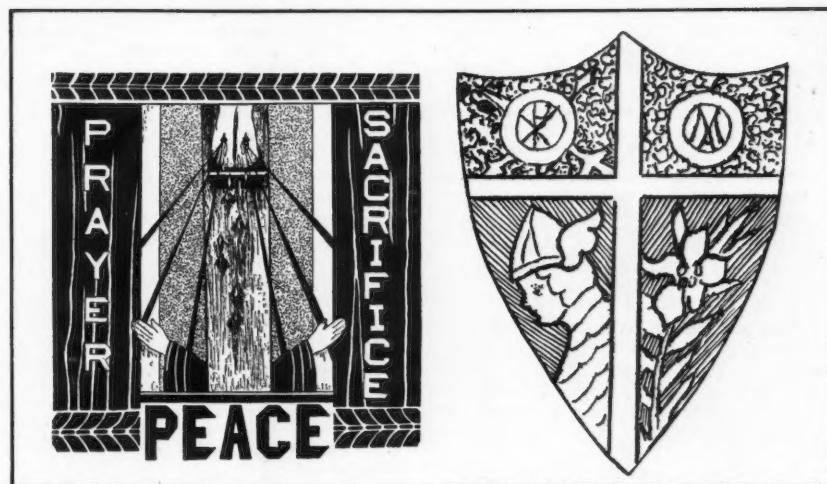
It would be difficult to state in terms of definite results the educational value of this undertaking. Besides the gratifying realization of our aim, a remarkable spirit of cooperation, self-confidence, and leadership was aroused in the religion committee; latent talent was discovered and exercised; art periods were vitally motivated; and pupils became familiar with sources of information on religion that might otherwise never have been discovered. In general, there was evident sincere efforts to make each one's own the thought expressed on one of the posters: "The Catholic Priesthood is not a spiritual police force. We must keep the Commandments because it is the noble thing to do; only then are we living members of Christ's Mystical Body."

#### RULES GOVERNING THE CATHOLIC ACTION CONTEST

##### 1. The Christlike Ideals Committee of



This Poster Won First Prize.



Designs Exhibited by Two Students in the Catholic Action Contest.

#### Grade Eight A will conduct a Catholic Action Contest during the Month of February.

2. All students of the fifth, sixth, seventh, and eighth grades are urged to design a poster or project that will invite the observer in a persuasive manner to Christlike behavior.

3. Ideas for the design and message may be solicited from any source. Originality is encouraged but not required.

4. Each contestant may make as many entries as desired.

5. Numbered tickets will be the only identification mark of the project at the exhibition. These tickets may be obtained from the Committee in charge in Room Eight A. A record of both the numbered ticket and the student to whom the ticket was issued will be kept.

6. A fee of two cents will be asked for each ticket for a prize fund.

7. For the purpose of awarding prizes, contestants will be divided into two groups. The seventh and eighth grades will constitute one group; the fifth and sixth grades the other.

8. Two prizes will be given to each group:

- a) First prize: one half of the fund created by the sale of tickets.
- b) Second prize: one-pound box of candy.

9. Projects will be judged on the following basis:

- a) Message, 50 per cent.
- b) Distance visibility, 25 per cent. (Should be easily read at a distance of fifteen feet.)
- c) Neatness and artistic execution, 25 per cent.

10. Judges will be one superintendent, and two principals of local grade schools.

11. Results of contest will be announced February 28, at 2:00 p.m.

12. Posters must be on display in the Institute lobby not later than February 27, at 12:00 p.m.

13. All projects will be returned to the owners after the March exhibition for the public which will be held from February 28 to March 7.

#### SUGAR CAUSES DECAY OF TEETH

Teachers now have what seems to be unquestionable proof that decayed teeth are the result of the predominance of refined sugar and starch in our diet.

In a recent radio broadcast, Dr. L. M. Waugh, professor of dentistry at Columbia University and dental consultant for the Indian Service of the United States Department of the Interior, told of his research among the Eskimos of Alaska.

The Eskimos, who in their primitive state live on meats with no fruit or grains, have teeth that are usually perfect, decay being almost unknown. As soon as these people obtain sugar, molasses, and refined wheat flour from the traders their teeth begin to decay. Children's teeth have begun to decay within five weeks after they began to eat candy at the settlement schools.

The explanation of this phenomenon is that nearly everyone has in his mouth living organisms called lactobacillus acidophilus. These germs grow rapidly on starch and sugar, especially the latter. Their growth produces an acid which dissolves the tooth enamel.

The lesson to be learned from these facts and applied practically to modern life is that the best time to eat candy, if we must eat it, is after a meal and that the teeth should be brushed soon after eating sweets—Dr. Waugh says within fifteen minutes.

#### TYING CONTESTS

The National Catholic High School Typists Association has announced its ninth annual typewriting contests. The official date of the Every Pupil Contest is March 13, but schools are permitted to conduct the contest on any day from March 9 to March 16.

This contest is open to all students in accredited high schools taught by religious. Students in first and second year of typing are eligible.

For complete information regarding these contests write to Rev. Matthew Pekari, director of the National Catholic High School Typists Association, St. Joseph's College and Military Academy, Hays, Kans.

#### HELPS FOR TEACHERS

"How the Chinese People Live" is the title of a study unit prepared by the Maryknoll Fathers. It will be sent free to teachers. Address The Maryknoll Fathers, Maryknoll, N. Y.

## Lessons in Safety

### An Outline for the Elementary Grades

Sisters M. Amatora, O.S.F., M.S., and M. Ida, O.S.F.

(Continued from the December issue)

#### UNIT V. SAFETY IN TRANSPORTATION (WALKING SAFELY)

##### A. Suggestions to Teachers

Pedestrians moving on the streets and highways must assume certain obligations. Failure to accept these responsibilities, to follow sound walking practices, and to adopt the proper attitude accounts for nearly half of the fatal accidents on streets and highways today.

If we would have our adult population educated in proper pedestrian habits, again, we should repeat: "Begin with the elementary-school child"; prevent him from establishing unsafe and hazardous habits, by developing in the early, more formative years, proper habits, skills, and attitudes.

Most fatalities are caused by the person's walking out into traffic on the busy street corner, disregarding safety lights, warning signals, and traffic policemen, or by his crossing the street elsewhere than at the intersections. Hence, the need of early education in walking safely.

##### B. Pupil Objectives

###### 1. To Give Necessary Information

To present such highway facts and data as will provide boys and girls with a better understanding of the best methods for protection while walking on or across streets and highways.

###### 2. To Develop Responsibility

To instill in the child a feeling of responsibility for his own safety.

###### 3. To Teach Unselfishness

To aid pupils in recognizing the rights and points of view of the motorists.

###### 4. To Teach Respect for Law

To develop in the child proper attitudes toward pedestrian law and toward representatives of law enforcement.

##### C. Suggested Content

###### 1. Characteristic of Person on Foot

- a) Similarities and differences in persons walking and persons riding.
- b) Physical characteristics.
- c) Mental and emotional characteristics.

###### 2. Habits of Person on Foot

- a) Help or hindrance of riding habits.
- b) Differences in walking and in riding habits.
- c) The importance of habit.
- d) Best ways of developing safe walking habits.

###### 3. Attitudes of Person on Foot

- a) Attitude toward laws regarding pedestrians.
- b) Attitude toward traffic officers.
- c) Attitude toward signs, signals, etc.

###### 4. Safe Practices of Person on Foot

- a) A study of legal regulations.
- 1) On the highway.

###### 2) On city streets.

- (a) At controlled intersections.
- (b) At uncontrolled intersections.
- (c) Between intersections.

###### 5. Responsibilities of Person on Foot

- a) Rights and privileges of person on foot.
- b) Duties and obligations of person on foot.
- c) Sportsmanship and courtesy of person on foot.

###### 6. Community Action and the Person on Foot

- a) Observation of traffic regulations.
- b) Improvement of safety devices.
- c) Civic agencies.
- d) School patrol system.

###### D. Suggested Activities and Problems

###### 1. Studying Local Situations

Have each member of the class bring a map of his route to and from school showing each of the pedestrian hazards involved. As a class activity prepare a large map of the community represented by the students and show hazardous situations.

a) Discuss sound practices for pedestrians at each hazardous location.

b) Discuss the importance of habit in each situation.

c) Discuss ways in which each location could be made safer for pedestrians.

d) Discuss ways in which the people could be informed about these dangerous locations and means of improvement.

###### 2. Rights and Privileges

Write a short paper on the subject, "Right v. Privilege."

###### 3. Comparative Studies

Make a study of traffic regulations in several states and note points of difference.

###### 4. Talking Over the Problems

Prepare a class discussion on the mental, emotional, and physical characteristics of persons walking v. riding; prepare an analogy or some other means for showing these traits, and their effects, to an elementary class.

###### 5. Good and Bad Habits

Make a list of the habits a person has developed in correct riding; make another list of good habits for walking; compare the two, and give reasons for and discrepancies.

###### 6. An Activity Project

Plan an activity project whereby you would teach your class the importance of developing proper walking habits.

###### 7. Devices and Teaching Procedures

Construct a set of devices and teaching procedures that you could use in building up proper attitudes toward law, traffic signs, and traffic officers.

###### 8. Get Traffic Laws

Secure from the Department of Motor Vehicles at the State House a copy of the latest traffic laws and regulations.

###### 9. Lesson on Traffic Laws

Make a lesson plan using either the committee method or parliamentary procedure with your class in discussing state traffic laws.

###### 10. Boarding Street Cars

Make a list of sound practices for children to observe when getting off or on street cars or other vehicles.

###### 11. A Study of Casualties

Ask your local police department for a copy of the statistics showing the number of persons killed and injured while crossing the street. Study the tables and make suggestions for greater safety.

###### 12. Organize a School Patrol

If a School Patrol System does not exist in your teaching community make definite plans for organizing one.

###### 13. Study Local Hazards

Study the community in which you teach and prepare a list of things that it can do to safeguard the pedestrian. Find out what is being done and what needs to be done.

###### 14. Study of Dangerous Spots

Visit the automobile association or the police department of your city, and with their assistance prepare a spot map showing the number and location of accidents in your city.

###### 15. For Elementary Grades

Following is a list of activities suitable for elementary children:

- a) Tell the class of a time when a traffic policeman helped you.
- b) See if you can find some yellow lines or traffic signs on your way to school; tell the class what you did in each case.

- c) Make a drawing of your route to school, marking all danger spots with red.

- d) Construct a toy traffic sign; paint the green and red lights.

- e) Play the game of "Crossing the Street."

- f) Visit a near-by corner and observe a real traffic light.

- g) Practice crossing the street with the green light.

- h) Prepare a talk or a panel discussion on one of the following topics:

- 1) Why jaywalkers should be suitably punished

- 2) Why every school in this city should have a Safety Patrol

- 3) That human life is more valuable than "saving time"

- i) Discuss the topic: "Traffic Policemen v. Traffic lights."

##### E. Bibliography

(Given at end of Unit VI)

#### BASE EDUCATION ON RELIGION

"The omission of faith in God from our basic philosophy of education and from the program of our schools conveys to children and youth a strong negative suggestion that tends to nullify rather than to fulfill our American principles of religious liberty." —Luther A. Weigle, dean of Yale University Divinity School.

## Angels in Sneakers

### How to Make Costumes for Winged Creatures and Other Performers

Epsy Colling

The ideal arrangement, according to experts, is to have everybody wear sneakers to prevent backstage noises and to avoid headaches resulting from the dress rehearsal by not having any dress rehearsal.

Rubber-soled shoes make footsteps soundless so that unnecessary disturbances behind the scenes can be heard and hushed. Angels in sneakers may be a little strange at first, but the best stage angels always wear them. The audience firmly believes that they are silver sandals. The magic lies in snipping old footgear to imitate the proper heavenly style and covering it with aluminum paint. It takes about a pint of the stuff to produce a flock of school-age angels.

To eliminate the horrors of dress rehearsals, all you have to do is to make it possible for children to don their own regalia and let them practice in costume several times, working up to things gradually instead of having everything come at once. If children learn to dress themselves, they can be looking after themselves while not on the stage. Instead of squirming with boredom and slipping out to get unnecessary drinks of water, the performers not on the stage practicing pieces can practice getting ready for their acts.

You must, naturally, make costumes that are sturdy as well as beautiful and be sure that each child has a square yard of backstage floor all to himself, with easy access to the communal clothesline, on a certain section of which he hangs his possessions. Nothing is ever left on the floor.

But we must get back to the subject of angels and other winged creatures such as bluebirds, moths, butterflies, and fairies, the flitting things that usually make up the chorus in a juvenile pageant or operetta. Using the ordinary method it generally takes two or three hours to get such a chorus made up, shod, winged, clad, and calmed. Think what a relief it would be to have them do all the work themselves in ten minutes.

### MAKING PERFECT ANGELS

We'll do it with angels, who will, when perfected, be able to dress and adorn their own persons for the final performance of their act, because they have been trained to do so as systematically as they have been trained to take part on the stage.

A place for everybody and everybody in his place is the first half of the system. The other half is a place for everything that belongs to everybody. And no changing places at the last minute. Children are the most conservative, habit-loving creatures that ever lived, and they resent the confusion of variation from an established way of doing things.

At the first practice all would-be angels are assigned places backstage and told the proper rules for angelic behavior. Next each angel is provided with his halo on a piece of cardboard which bears his name.

Halos for stage angels, once a very difficult gear to provide, have been simplified for all time by the practical manufacturers of fifteen kettle scrapers, the stretchy kind that come in the form of gilt circlets composed of tiny elastic springs. They can be stretched to any headsize, glitter richly under all kinds

of light, and never slip off. There is nothing so disrupting to the equanimity of an angel band as to have an angel in the front line lose his halo. The bright golden rings may be used also for bracelets, belts, and royal diadems. The latter, of course, have to be trimmed with dress clips and other such bijouterie to imitate jewels. Halos, however, are chastely unadorned.

At the very first practice, every angel learns how to put on his halo; when he is through, he learns to remove it and slip it on the cardboard holder which is fastened to the backstage clothesline with a snapper clothespin.

At the second practice, the angel gets his wings, not flimsy crepe paper and tinsel things that rustle like a mouse in a wastepaper basket, but stout pinions that will serve many another angel in future plays.

Sturdy wings for all performers can be made of old starched sheets, cut from any pattern that suits your fancy and attached to a little harness like the top of a child's garter belt. The whole is transformed with aluminum paint. Wing tips may be further enhanced by the addition of a nonbreakable silver or gold Christmas-tree ornament. You know the kind. Those foil ones that cost practically nothing and come folded up. You unfold them and find all sorts of lovely things, such as stars, flowers, and hearts.

Children, being acquainted with garter belts for quite a long time, have no trouble learning to handle their wings. The next thing is to learn to put them on over the long white garment angels always wear. This last should have no "front" or "back." Last come the silver sneakers. It's best to give them out last, as shoes get the most punishment.

### OTHER WINGED THINGS

Boy bluebirds and moths sometimes make quite a problem. Most old hands like to build their costumes over a suit of long-legged underwear dyed the proper color. Stiff silver wings are best for these costumes, the cut of course differing from that of angel wings. If you have a little more to spend, bronze paint gives a different effect. Little caps to match the wings are a good idea.

The dyed underwear is disguised beyond any recognition by the addition of little short bloomers or wide sashes. Underwear without buttons is best; but old buttoned suits will serve very well if you put pretty dress buttons in place of the utilitarian fasteners that come on underwear.

If there is no danger from fire, fairy wings are easily made by taking a sheet of cellophane, crumpling it in the middle, tying securely, and clipping the edges to match in some pretty fashion. Thus you have two wings in one piece. Fasten the tied place to a flesh-colored tape neckband which can be slipped over a fairy's head with the wings to the back. Fairy wings are always high up between the shoulders, you know.

### WINGLESS CREATIONS

If you have to make a trunk-and-hose suit for a medieval knight or page, an animated valentine, and elf, or a Christmas caroller,

first ask his mother for a suit of old long-legged underwear. Sleeves don't matter, just so the garment has legs.

After dying it, provide the costume with full sleeves of a contrasting color and make a pair of full bloomers to match the sleeves. Elastic in waist and in the bottoms of the short legs makes it easy for a boy to put the "trunks" on by himself. There needn't be any front or back to them because they are very full all the way around.

Addition of a plumed hat and a cape, fastened on one shoulder with a cluster of bright cherries or such gay trimming, and rosettes for bright painted tennis shoes will give you a knight errant. His belt and wooden sword should have a coat of aluminum paint.

If you need elves, make pointed caps instead of plumed beavers, and sew wide ruffs around the neck instead of putting on a cape. A valentine wears waist-length red hearts front and back which come up well over chest and shoulders. Painted wallboard or other stout material is best. Two straps connect the hearts, which are slipped on over the head.

### HOW NOT TO ITCH

Avoid scratching by performers by keeping all spun glass decoration away from children. Tiny particles of the fine, soft-feeling, fluffy material will always settle on somebody's clothes and cause skin irritation.

Itchy costumes should always be built up over a soothing underwear base. You've noticed how the animated teddy-bear sometimes has to scratch as he lumbers along. Eskimos, too.

Then nonitchy children scratch out of sympathy, and the audience is convulsed.

Grease paint, which often causes perspiration, is another itch producer on children's sensitive skins. It's best to stick to dry rouge. Little folk aren't at their loveliest with too much goo on them, anyhow. A little rouge, however, gives them a fine professional feeling.

### AFTER THE SHOW

When the play is over, avoid confusion by training your young performers to hang up their costumes, don street dress, and march out in order. That will keep you from being harried or hurried by overwrought adults seeking offspring and the garments thereof.

Explain ahead of time that certain of the costumes used are going to be saved to be used again and that they are to be left on the clothesline. After the teacher has taken down all the things and sorted them over, the children may be given certain parts of the gauds for keepsakes.

You'll find that parents will be glad to cooperate on saving costumes for future use. They dread the flurry and expense of providing fancy dress just as much as you do.

### NEED FOR AMERICAN MISSIONARIES

"Because of the devastation in Europe it is the Catholic youth of the United States who must fill the ranks of the missions tomorrow. The loss of missionary recruits from Europe is a challenge to us to take up the burden and supply missionaries for Catholic outposts throughout the world." — Msgr. Edward A. Freking, director, Catholic Students' Mission Crusade.

## A Drawing Schedule for February

Sister M. Loretto, S.S.J.

### Color Scheme

#### First Week:

**First Grade:** Apple, red and yellow; stem, brown; tablecloth, white; wall, cream.

**Second Grade:** Bottle of milk and glass, white; table, yellow; wall, green.

**Third Grade:** Book ends, brown; books, red, yellow, and green; table, brown; wall, cream.

**Fourth Grade:** Poster — printing, dark blue; candlestick, gold; candles, white; flame, red-orange.

**Fifth Grade:** Tablecloth, white; wall, cream; pitcher, blue; cup and saucer, orange.

**Sixth Grade:** Repeat — Background, light blue; candlesticks, gold; candles white; squares marked off in white.

**Junior High:** Flag — red, white, and blue; printing and numbers, black; calendar outlined in black.

#### Second Week:

**First Grade:** Heart, red; printing, black.

**Second Grade:** Tree, brown; hearts, red; ground, green.

**Third Grade:** Pot, brown; stem and leaves, green; flower, red.

**Fourth Grade:** Log cabin, brown; trees and grass, green; sky, blue.

**Fifth Grade:** Printing, dark blue; lines, red; stars, gold.

**Sixth Grade:** Rock, brown; Blessed Virgin

— dress, white; mantle, blue; halo, gold; printing, black.

**Junior High:** Lincoln silhouette, blue; branches, blue; lettering, red; background, white.

#### Third Week:

**First Grade:** Hatchet, red with white stripe; handle, brown.

**Second Grade:** Hatchet, red; handle and stump, brown; grass, green.

**Third Grade:** Branch, brown; leaves, green; cherries, red.

**Fourth Grade:** Cake, white; decorations, pink and green; lettering, pink; plate, blue.

**Fifth Grade:** Flag — red, white, and blue; printing, black.

**Sixth Grade:** Shield — red, white, and blue; Washington silhouette, black.

**Junior High:** Allover — spaces, red, white, and blue; stars, gold; printing, red.

#### Fourth Week:

**First Grade:** Balloons — blue, purple, red, orange, yellow, and green; strings, black.

**Second Grade:** Sky, blue; clouds, white; water, blue; grass and trees, green shaded with brown.

**Third Grade:** Poster — printing, black; candy, brown; dish, blue.

**Fourth Grade:** Open book, white outlined in black; printing, black; closed book, dark blue; table, brown; wall, yellow.

**Fifth Grade:** Chalice and rays, gold; Host, white; printing, black.

**Sixth Grade:** Poster — church, red with gray roof; trees and ground, green; sky, blue; printing, black on white foreground.

**Junior High:** Printing, black; flowers, blue; leaves, green.

## Make Relief Maps!

Sister M. Bernadette, S.S.J.

The problem of causing map study to become really interesting, is by no means the least that one meets in the geography class. This is particularly true as regards general maps; let us say, the main features of South America.

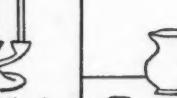
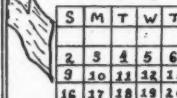
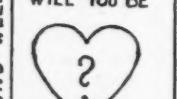
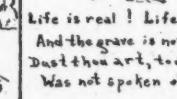
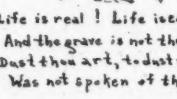
#### Sawdust and Paste

A project that proved of enormous value

in arousing enthusiasm, was the making of sawdust maps. The materials required are: cardboard, paste (homemade is best), brushes, sawdust (a good-sized carton from some mill), water colors (Tempera paints recommended).

#### On Cardboard

Cut the cardboard into the desired size. Each pupil draws upon his piece, in pencil, an

GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI	JUNIOR HIGH
 1. 1. 1	 MILK	 FEBRUARY 2. CANDLEMAS DAY		 FEBRUARY	 1-9-4-1	 FEBRUARY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
 WILL YOU BE MY VALENTINE	 ?			 FEBRUARY OUR LADY OF LOURDES PRAY FOR US	 IN GOD WE TRUST	
			 FEBRUARY FIRST IN PEACE FIRST IN WAR FIRST IN THE HEARTS OF HIS COUNTRYMEN	 FEBRUARY ATTEND MASS DAILY DURING LENT	 FEBRUARY ATTEND MASS DAILY DURING LENT	 FEBRUARY ATTEND MASS DAILY DURING LENT
		 CAN I REFRAIN FROM DURING LENT?	 FEBRUARY COMMUNICATE OFTEN DURING LENT!		 FEBRUARY ATTEND MASS DAILY DURING LENT	 FEBRUARY ATTEND MASS DAILY DURING LENT

A Drawing Schedule for February.

Sister M. Loretto, S.S.J.

outline map of the continent. Locate with pencil, the rivers, Orinoco, Amazon, Plata; lakes Titicaca, Poopa, Maracaibo. The entire continent should then be painted with paste; afterwards, sprinkled with sawdust. Using a pencil, or something similar, remove paste and sawdust from rivers and lakes. Leave overnight to dry.

#### Paste Mountains

On the following day, find some paste lumps. Now this a very easy thing, since it is much easier to make lumpy paste than it is to dissolve all the lumps. By the way, the paste is made by boiling a mixture of flour and water, to which a touch of salt and sugar have been added. Some like to put in a drop of peppermint or wintergreen, in order to give an agreeable odor. When the paste reaches a consistency, just a little too thick to run, it should be cooled for use. Sometimes the second day finds the entire batch delightfully lumpy. Just the thing!

Take several of the lumps and pile them up for highlands, the Andes, the Guiana, the Brazilian, having a care as to relative heights; also being careful that lakes and rivers are not encroached upon. Sprinkle as before with sawdust, and again leave overnight to dry.

#### The Technique of Coloring

On the third day, the maps can be painted. The colors, green (light and dark), yellow, red, blue, should be quite liquid. The highlands are dark green; so, also, the Silvas. Get the brush very wet in the color, then touch lightly the desired places. The sawdust takes the moisture like blotting paper, the color instantly spreading itself over a considerable area. Apply the light green to the Pampas, the yellow to the Atacama Desert, and the blue to rivers and lakes. In painting the rivers, point the brush with the fingers and use very little paint. Draw brush rapidly through river course, lest it should become too broad. A

slight touch of red will locate Chimborazo, Cotopaxi, and any other volcanoes one may choose to mark.

#### Snow on the Mountains

One child added a light sprinkling of flour along the ridge of the Andes; another used artificial snow. The effect was striking! One forceful bit of originality was to paste mirror glass on the cardboard before the first sprinkling of sawdust. They were two very shapeless scraps placed for the two Andean lakes. When the map was done, they had the appearance of real water.

#### The Ocean Blue

The rest of the cardboard is painted blue for ocean. Islands may be put in at choice. The best results were obtained, in painting the ocean, when the child did around the coastline first with very little paint on his brush. In this way, the ocean did not run inland. When correctly done, all colors merge.

#### Cornmeal Will Do

Necessity is, surely, the mother of invention! Here is a map that is done with cornmeal instead of sawdust. The child, dissatisfied with his school attempt, started afresh at home where no sawdust was to be had. The meal took the colors well. Good for Johnny!

#### And Putty is Good

Another class took up the relief-map idea, using old croquet balls for globes. The children formed the continents from putty. The minute care with which the principal features were placed was astonishing! In painting the dried putty, much less paint was used, and the brush was handled in the ordinary fashion.

The whole project is real fun. It has a strong appeal to the child because of his natural desire to "make" and "do." As a result, the knowledge is pleasantly but firmly fixed.

advanced course in shorthand and typing, practical work for the rest of the school, such as:

a) Duplicating all sorts of material including a school paper.

b) Transcribing letters dictated by teachers either directly to students or to dictating machines.

c) Typing from manuscript or rough drafts.

d) Addressing envelopes.

e) Keeping financial records for all kinds of school activities.

f) Doing calculating jobs for other teachers or school office.

g) Assign students to teachers as secretaries and let them do such jobs for these teachers.

h) Post a bibliography of textbooks on Secretarial Science and assign the following topics on office practice to students for special reports or panel discussions:

1. How to function and improve on the job.

2. The importance of instructions.

3. Procedures in taking and transcribing dictation.

4. Communication and transportation services.

5. Banking and financial duties.

6. Instruments of credit.

7. Writing or dictating letters.

8. Office machines and appliances.

9. Business forms and legal instruments.

10. Arranging statistical material.

11. Mailing procedures.

12. Indexing and filing.

13. The technique of telephoning.

14. Interviewing callers.

15. Editorial duties.

## ANALYTICAL TRANSCRIPTION ERROR RECORD

Name ..... Date .....

### Material:

Letter or article

New or old

Rate and time of dictation

Rate and time of transcription

### Types of Errors:

#### Transcription:

Incorrect transcription

Words omitted

Words inserted

Past tenses

Plurals

Suffixes

#### General Mechanics:

Italics

Quotation marks

Syllabication

Capitals

Numbers

Paragraphs

#### Spelling:

#### Typewriting:

Strike overs

Wrong letters

Poor erasures

#### Grammar:

#### Punctuation:

Comma

Period

Semicolon

Colon

Question mark

Exclamation point

Dash

Apostrophe

Parenthesis

Brackets

Quotation marks

## Standard Requirements in Typewriting

Sister Mary Coleta, O.P.

### For the Teacher

1. Instruct the student to analyze each transcribing job before he begins and to use the analytical transcription error record chart.

2. Instill a sense of responsibility toward checking copy. Proofreading is not acquired quickly, but an ability to proofread may be developed slowly in the typewriting class.

3. Coach the pupil to master form (balance, centering, tabulation).

4. Present dictation in such a way that the pupil will be forced to think how he will set it up before he can begin to type. Unpunctuated copy and the pupils' own essays furnish excellent material for this kind of dictation. There is an enormous difference between a pupil trained to *think form* and becoming *eye-minded*, and one who can make copies only.

5. Give a variety of dictation so as to develop a large typing vocabulary for the students. The more words students can spell with assurance, the less time they will have to spend with the dictionary.

6. Stress proper hyphenization, use of abbreviations, punctuation, and accepted usage in business forms. Familiarity with a wide range of practical business routine will be invaluable to the future stenographer.

NOTE: The accompanying record may be

used to advantage to record, as often as may seem necessary, the various kinds of mistakes that a student makes, giving, also, the type of material.

### Desired Outcomes

To get the students in the habit of:

1. Prereading notes for thought—that means punctuation.

2. Verifying spelling and the use of the dictionary and such handbooks as *Get It Right* by Oddycke.

3. Preparing typewriter—this means setting marginal and tabular stops, spaces, etc.

4. Typing fluently.

5. Producing a "mailable" transcript.

Actual Job Standard Requirements Cultivated in Students:

a) Self-appraisal

b) Receptive working mood

c) Recognition of the value of work being done

d) Constructive habits

e) Accuracy and neatness

In addition to organizing the course in a manner that will tend to give it as much office atmosphere as possible, it seems to be generally conceded that, in so far as it is possible, students should be given an opportunity to do office work of a practical nature.

Therefore, I include as a part of the regular

# Aids for the Primary Teacher

## Arithmetic in the Lower Grades

Gertrude Corrigan

The tools of computation should be mastered as early as possible in the life of the child at school. The arithmetics now published are so well arranged and so cleverly gotten up and attractive to children that little need be suggested as to their improvement.

They generally agree on the kind of work to be taken in each grade. In the first and second grades we find:

Development of the Number Concept.  
Counting.  
Reading and Writing Numbers.  
Language Expressions of Arithmetic.  
Number Comparisons.  
The Calendar and Money.  
Simple Measures and Measurements.  
Number Games.

Everyday Experiences Involving Numbers.

The First grade has addition combinations with sums of 10 or less and the corresponding Subtraction Combinations.

The Second grade has the 100 Addition and Subtraction Combinations and Making Change and Telling Time.

In some schools these items would overlap to some extent. There are so many games now ready for playwork and so many devices used by teachers that children may be inducted into number facts without tedium or distaste. But it should be very carefully noted that children may repeat in concert what they do not really know singly. Each child should be studied as to his real knowledge and helped to get the number facts for his grade without doubt. Unless this is done personally the child may have a serious handicap later. The number facts and tables are easier learned in the first and ensuing primaries than later on. Musical iteration will sometimes fix these combinations when other means fail.

Never let a child feel disgrace in failure. Keep him optimistic and happy. Use every device at hand to fix the facts in his particular grade.

The Third Grade studies the Combinations of previous grades; 100 Combinations in Multiplications; 90 Combinations in Division; Addition and Subtraction with Carrying and Borrowing; Short Multiplication and Short Division; Fractions—one half, one third, one fourth, one fifth, one sixth, one seventh, one eighth. Some schools postpone these to the fourth grade, continuing Simple Measures, Change Making, and Experiences with Number.

The Fourth Grade has more difficult work in Addition and Subtraction; Review of Short Multiplication and Division; Multiplication with two-figure and three-figure Multipliers; Long Division; Simple work with fractions; Practical Measures; Experiences involving number. Keeping store is one of the best experiences in this grade.

Small samples of goods can be had from many stores for such use. It is not difficult to make a store from boxes, etc. and use play money to buy and sell.

The Fifth Grade stresses Long Division; Four Operations with Common Fractions; Introductory work in Decimals; Practical Measures including Areas and Volumes;

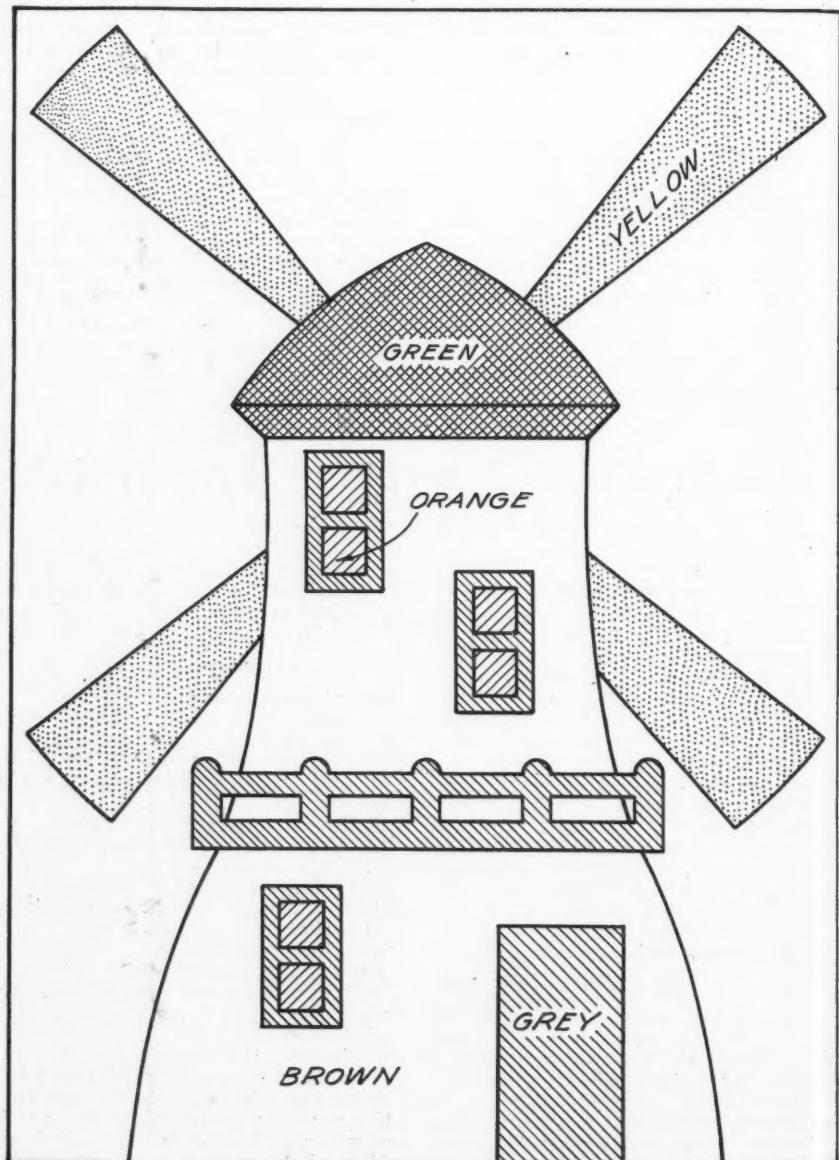
Problem Solving. These problems may be made by the pupils themselves and should be taken from real situations. A set of measures should be at hand for illustration. Concrete experience is preferable to those set in the books, as a rule.

The Sixth Grade is set to keep skills learned in previous grades; The Four Operations with Decimals; Introduction to Percentage; Bills, receipts, and other simple business forms; Denominate Numbers; Areas; Volumes; Scale Drawing; Problem Solving.

In the Fifth and Sixth Grades a variety of interest comes from introducing salesmanship. One row of pupils may sell goods to the next row, etc. English exercises thus combine with calculation in arithmetic.

Children of all grades should be encouraged to make up sets of problems coming from their daily contact with life. These may be kept in neat booklets such as they use for their English work. They should show that they can solve the problems they pose to others.

In spite of the greatest care, there will arrive sometimes pupils in these two last grades who trip and stumble in tables and combinations. These must be singled out for help and made perfect in these drill tools as soon as possible.



Windmill Poster or Window Decoration.

Designed by Sister M. Rita, O.S.B.

## Mother Hubbard's Problem in Dental Hygiene

Mary Caldwell Keyser

**Costumes:**

Conventional Mother Goose characters.

**Scene:**

The living room in Mother Hubbard's house. Door back center, a window on each side of door. As the curtain rises Mother Hubbard is busy dusting and arranging the furniture. She sings as she works some strains from "Bo Beep." She goes to the open window to shake her dust rag and sees Jack Horner outside.

MOTHER HUBBARD:

Jackie! Jackie! Why Little Jack Horner!  
Is that you, Jack, out there in the corner?

JACK HORNERS:

O Mother Hubbard, of course it is I  
I'm sitting out here 'till I finish my pie.

MOTHER HUBBARD:

Come in, I want you, Jack, be quick  
Or I shall have to get my stick.

JACK:

[Enters through the door center. He has an empty plate in his hand. He takes his thumb out of his mouth only long enough to say]:

All right, I finished every crumb.

MOTHER HUBBARD:

But Jack, my dear, don't suck your thumb; your teeth will be pushed out of place; most likely it will spoil your face.

JACK:

Now I am here, what shall I do?  
I want to play when I am through.

MOTHER HUBBARD:

Goldilocks phoned she was coming to call  
And there's no tooth paste in the house  
at all,  
Run to the store and get a large vial;  
Teeth must shine bright for a welcoming  
smile.

JACK:

I'll not smile at Goldilocks  
She wouldn't be mine;  
In a manner quite saucy  
She talked about swine.

MOTHER HUBBARD:

She must have meant Jack, the Giant killer.  
With berries and cream you offered to  
fill her.

JACK:

If she comes today I'll climb the beanstalk;  
Or Bo Peep and I will go for a walk.

MOTHER HUBBARD:

You may not go out to look for those sheep.  
You must get the tooth paste, you and  
Bo Peep.

JACK:

[Goes to the door and calls]  
Bo Peep, O Bo Peep,  
Come on and make haste,  
We must go shopping  
To buy some tooth paste.

BO PEEP:

[Enters hurriedly. She has a shepherd's staff]

Jack you are always in a rush,  
Are you sure you have a brush?

MOTHER HUBBARD:

[Sputtering about much upset]  
What! no brush? O Goodness me!  
I shall have to run and see.

[She picks up her skirts and hurries away.]

BO PEEP:

[Shakes her finger at Jack reprovingly as he sings the following to the tune of "Solemon Levi"]:

Oh, have you no toothbrush!  
Jack you naughty bad boy!

Poor Jackie Horner!

Tsh, tsh, tsh, tsh, tsh, tsh, tsh, tsh, tsh.

[Then all the other Mother Goose children: Little Red Riding Hood, Jack and Jill, Mary, Mary Quite Contrary, Tommy Tucker, Little Miss Muffet, put their heads in at the windows and sing]:

Oh, have you no toothbrush!  
Jackie you naughty, bad, boy!  
Poor Jackie Horner,  
Ha, ha, ha, ha, ha, ha, ha, ha.

JACK:

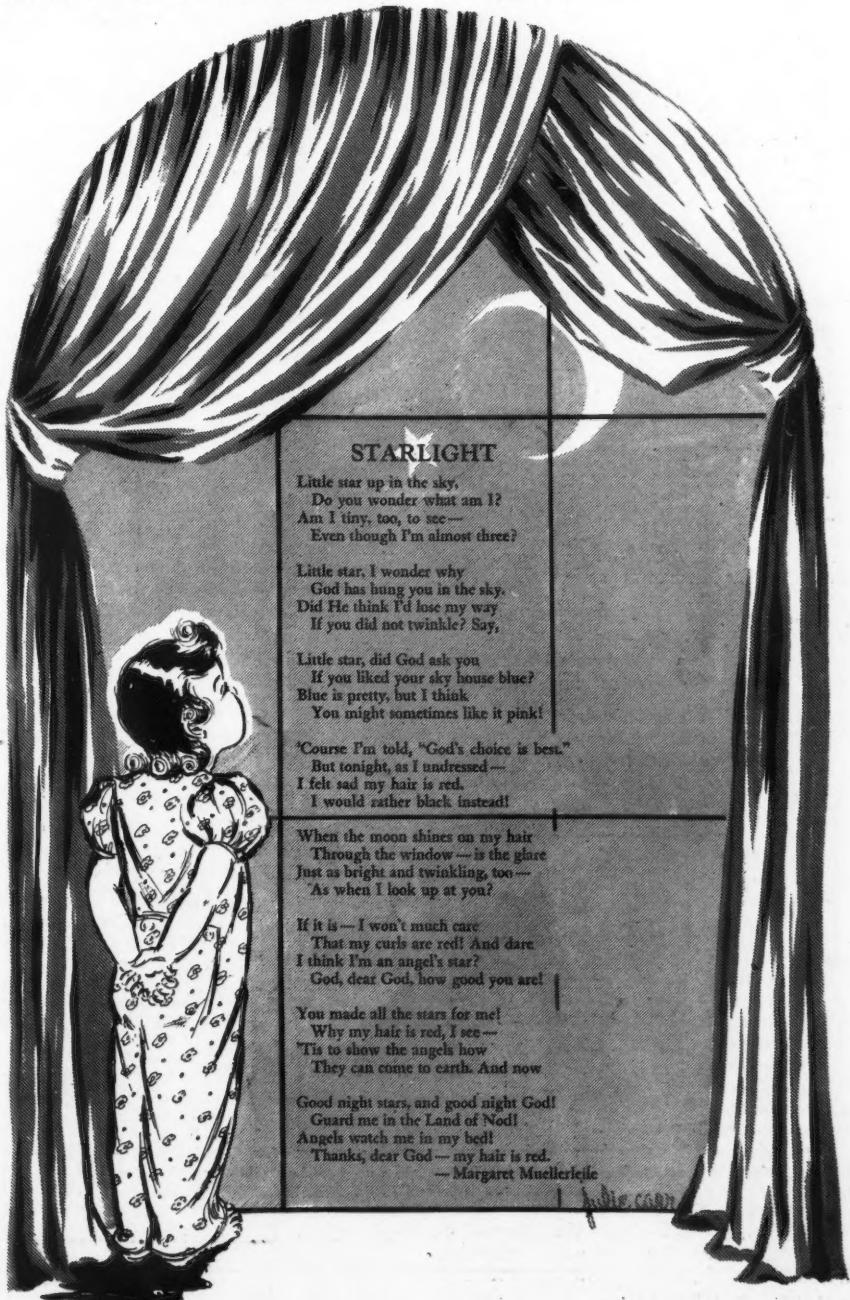
[Runs to one window then to the other as he answers but the heads disappear as he approaches]:

I left my toothbrush on the shelf,  
The day I scrubbed my teeth,  
But some one came and piled his things  
And buried my brush beneath.

[Seeing they were all gone he runs out the door.]

[Enter by the windows in gay, rollicking manner Jack and Jill, Bo Peep, Little Miss Muffet.]

[Mary, Mary Quite Contrary comes in by the door looking back to where Jack has departed.]



## MARY MARY:

What have you done to my friend Jack?  
BO PEEP:  
He's gone to bring some tooth paste back.

His mother sent him to the store.

## MARY MARY:

For me? I'll use tooth paste no more.

## BO PEEP:

O Mary, You are quite contrary.

## JACK AND JILL:

[Swinging their pail of water.]

Soda, salt, or salaratus

By our teeth the people rate us  
Can't say who it was who taught her

Mother always used plain water.

## MARY MARY:

The tale is all about the town  
How Jack fell down and broke his crown.

## JACK:

The crown I broke was just my head;  
No dentist filled my mouth with lead.

## BO PEEP:

Oh what! No lead? Just let me peep.  
[Jack and Jill open their mouths very wide and Bo Peep looks in.]

How did you two get by so cheap?

## JACK [sings to tune of "Round the Mulberry Bush"]:

This is the way I scrub my teeth  
I scrub above I scrub beneath  
This is the way I scrub my teeth  
So early in the morning

## JILL [sings]:

This is the way my brush goes 'round  
Around and 'round without a sound  
This is the way my brush goes 'round  
So it can clean the corners.

## JACK:

And after meals I scrub like this  
I scrub them hard and never miss  
So after meals I scrub like this  
Until my teeth are shining.

## JILL:

I scrub before I go to bed;  
'Twas in a book my mother read  
To scrub before you go to bed  
Will make the teeth last longer.

[Enter Goldilocks, a very beautiful little girl with long golden hair. She is dressed in white tulle with gold stars on her dress. She seems to have a haughty manner. She keeps her mouth closed.]

## BO PEEP:

Ah Goldilocks! The little dear,  
I think I'll put her cushion here.

[Bo Peep places a large, beautiful cushion at front stage and Goldilocks seats herself on it.]

## JILL:

[Coming forward with her pail of water.]

May I give our guest a drink?

## MARY MARY:

No, no, Jill, What do you think?  
When a girl is such a dream

She has strawberries and cream.

[Presents her with a dish of berries.]

## MISS MUFFET:

[Has in her hands a dish with a spoon in it. She drags a footstool up beside Goldilocks cushion and seats herself.]

Well, I think I'll sit beside her  
If you're sure there is no spider.  
I have had no food today

So I'll eat my curds and whey.

[Goldilocks and Miss Muffet have settled themselves on their cushions. All the others stand around looking at them and the two open their mouths in a broad open smile. Every other tooth has been blackened with black paper. All the children breath, "O! O!" as they back up and go in a huddle back stage. One can hear: "Did you see their teeth?" "Oh! Oh!" "Teeth! teeth!"]

[Enter Mother Hubbard with a number of toothbrushes in celophane wrappers which she distributes to everyone.]

## MOTHER HUBBARD:

Here I brought you each a brush.

[As she goes to front stage to hand the brushes to Goldilocks and Miss Muffet, she looks in their bowls and exclaims]:

O, My dears, don't eat that mush.  
Eat of course I know you must,  
But sometimes please eat a crust.

## GOLDILOCKS:

[Smiles broadly at Mother Hubbard]  
Eat a crust! Oh, no. Not I

## MISS MUFFET:

On my plate I let them lie.

## MOTHER HUBBARD:

Teeth are men who want to work  
If you let them shirk and shirk  
Soon there'll be no men at all  
One by one you'll see them fall.

[Goldilocks and Miss Muffet open their mouths widely and cry loudly.]

## GOLDILOCKS:

Why didn't some one tell me before?

## MISS MUFFET:

And now I haven't the teeth anymore.

## GOLDILOCKS:

How could we know what things we should eat?

## MISS MUFFET:

How could we know this food was too sweet?

## MOTHER HUBBARD:

It does not help to shed a tear;  
Go see your dentist once a year;  
And if you are quite dutiful,  
You may again be beautiful.

[Enter Jack Horner with a large paper sack out of which he takes one after another the different kinds of toothpaste and powder.]

## JACK:

You didn't say which kind to buy  
And did I pick one? No, not I.

I brought along one of each kind  
Just take the one you had in mind.

Here's powder in a box of blue,  
And powder in a pink can, too;  
And liquid red and green and yellow  
Or any kind to suit a fellow;

And paste in tubes both large and small  
Of any flavor you may call.  
So now we have the brush and paste  
Let us all scrub our teeth with haste.

## CHORUS:

[Repeat the song "This is the way, etc."]

[Goldilocks and Miss Muffet have scrubbed off the black paper that disfigured their teeth and while the chorus is sung, Jack Horner and Jack and Jill come up to the front stage and the little girls smile up at them as they each give a hand to them as they arise smiling broadly showing their teeth beautifully white.]

Curtain

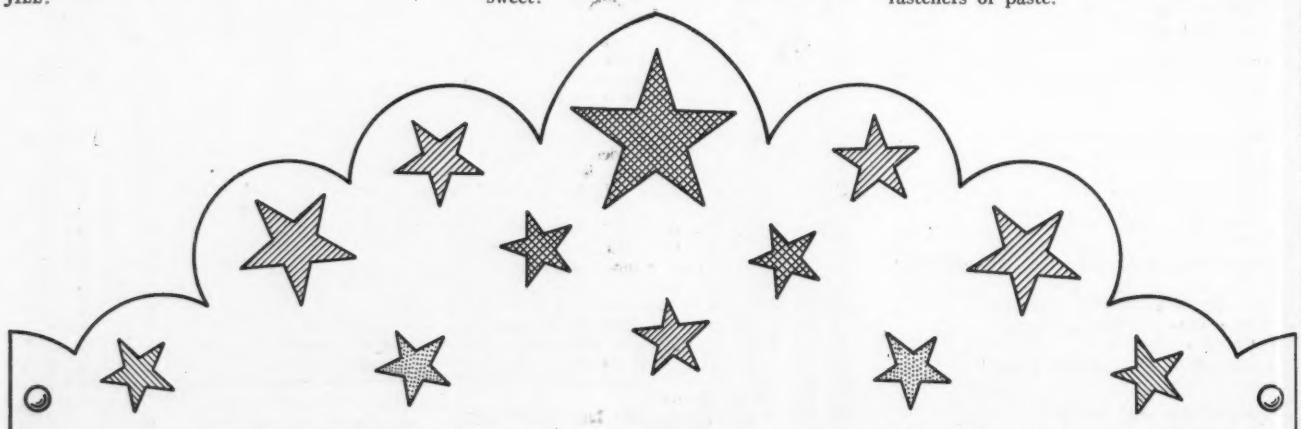
## A Merit Device for Primary Teachers

Sister M. Hermina, O.S.B.

I find the crown device very helpful in my first and second grades to encourage the children in their studies.

Each child receives a crown which I make from various colors of construction paper, size 9 by 12 inches, and hang up in my classroom. For every ten good lessons in any subject (daily grades) the child receives a star which I paste on the crown. The stars are of various sizes and colors to make the crown attractive. When a child has a certain number of stars, he is privileged to wear his crown in school that day and then to take it home to his parents, who are proud of their little Kings and Queens.

To make it convenient to hang up the crowns - I leave them unfastened and flat. Afterwards I attach the back strip with brass fasteners or paste.



Pattern for the Crown.

Designed by Sister M. Hermina, O.S.B.

# New Books of Value to Teachers

## A Reading List for Catholics

By Charles L. Higgins, Boston. Edited by J. N. O'Laughlin, Boston. Paper, 25 cents. The America Press, New York, N. Y.

Drs. Higgins and O'Laughlin are rendering Catholic readers in America a very fine service in this carefully selected list of Catholic books published during the past 10 years. The list is an absolutely essential tool for every school and parish library.

## Americans All

By Robert H. Connery, Ph.D. (The Commission on American Citizenship, Catholic University of America, Washington, D. C.) Pamphlet, 31 pp. Geo. A. Flbaum, Inc., Dayton, Ohio.

The subtitle is *Student Handbook of the Catholic Civics Clubs of America*. Step-by-step procedures and suggestions are given for organizing and carrying on a *civics club* in the elementary school. As a prelude to a formal and intensive course in the subject soon to follow, upon the completion of the civics texts by The Catholic University, the formation of the *civics club* is to be fostered. Following the outline given in this handbook, an intelligent and interesting study of the local, state, and federal functions of government may be pursued.

## The Commandments

Prepared by a committee of priests of the archdiocese of St. Paul. Paper, 69 pp. The Confraternity of Christian Doctrine, 251 Summit Avenue, St. Paul, Minn.

The Commandments of God and the Commandments of the Church are studied in this textbook, prepared for high school students. A brief explanation of the meaning of each Commandment is followed by practical problems, applications to conduct, test questions, fill-in blanks, and completion sentences.

A manual for the teacher has also been published in a separate volume. The teacher's copy has been compiled by Josephine Littel and Joseph Vacek. It is illustrated by Mrs. Mary Wallace.

## Story of Civilization

By Carl L. Becker and Frederic Duncalf. Cloth, 863 pp. \$2.40. Silver Burdett & Co., New York, N. Y.

As a secondary school text for a survey course in world history, this book affords many fine features. The authors present the ancient and modern world with a good sense of values. Modern outlooks have not been forced upon older ages. In the interpretation of events both the completely economic and totally political explanations have been avoided. The appreciation of the role played by religion in world civilization is to be highly commended.

The definition of civilization offered as the basis of this survey is by no means narrow. Art, religion, science, invention, government, law, and geography, all find a place. Three "units" consisting of early, Graeco-Roman, and early modern civilization are followed by two more on the present modern age. These last are entitled: "Political and Social Revolution" and "Industrial Revolution"; and they catalog events up to June 25, 1940.

The treatment of the Middle Ages shows a thorough and quite sympathetic grasp of its spirit.

We cannot, however, hold with the authors that man has evolved from irrational creatures. The proffered scientific basis for Darwinian evolution is the usual thing; and because of it the book must necessarily suffer a great deal in the eyes of Catholics who know how stupid that basis is, and how diametrically opposed it is to anything truly "scientific."

Besides this evolutionistic bias, the authors speak of Aristotle as "the founder of all later philosophies that are called nominalistic." This manifests a lack of appreciation of Aristotelian metaphysics. Further, in the few paragraphs on the Spain of today, nothing is said of the slaughter of priests and religious by the "Loyalists," while Franco's bombing of Madrid receives

## CATHOLIC AUTHORS HONORED

The following names have been added to The Gallery of Living Catholic Authors: Rev. Ireneus Herscher, O.F.M.; Charles L. Higgins; Rev. Francis A. Mullin; Richard Reid; Walter Romig; and Eugene P. Willging. The first three are librarians, the next two are editors, and the last is a librarian and editor.

A special section of the Gallery is to be devoted to writers for children. This will be directed by Miss Mary Kiely of the Pro Parvulus Book Club.

An award will be presented each year, on the Feast of Christ the King, to the member of the Gallery who writes the best book during the year.

Headquarters of the Gallery of Living Catholic Authors are at Webster College, Webster Groves, Mo.

an indirect frown. . . . Here and there one can sense that a Catholic author would have differed.

Catholic texts might well imitate the excellent format of this book. Warm full-color illustrations, plentiful off-the-page photographs, and countless smaller "cuts" of real historical value make the "Story of Civilization" really live. Very useful is the complete bibliography of general reading, historical fiction, and sources at the end of the chapter.

While not completely suitable for our Catholic high school students, this text should be of value to teachers for its book lists, questions, projects, and accurate general content: —Frederic J. Foley, S.J.

## Two Worlds

By School Sisters of Notre Dame. Cloth, 383 pp., illus. D. C. Heath and Co., Boston, Mass.

Another in the series, *New American Readers for Catholic Schools*, is off the press. *Two Worlds*, we judge, is for Grade 5. It contains stories grouped into the following classifications: *Magic Lands and Mystery, Good Neighbors, Important Inventors, Pennies for a Puppy, In the World of Industry, Tropical Lands, Colonial Times, and Friends of Christ*.

In addition to assisting the child to acquire the fundamental principles of reading, sound ideals and religious attitudes are sought. The stories are interesting and well illustrated, and they are educative. Study helps for each story are given at the end of the book, where a glossary is also supplied.

## Campfire Tonight!

By Richard James Hurley. Cloth, 112 pp. \$1. The Peak Press, Ann Arbor, Mich.

This volume shows how to tell stories, where to find story material, and how to organize and present it. Mr. Hurley, of the department of library science, Catholic University of America, Washington, D. C., in his Introduction says, ". . . The volume is for anyone who likes to tell stories; wants to tell more of them or better ones, or tell them a bit more expertly. . . ." The book is designed also to help nonstorytellers to be able to tell stories effectively. The author has tried to bring together in *Campfire Tonight!* suggestions that will help the Scout leader, the camp counselor, the leader of young people's groups.

**Superior and Backward Children in Public Schools**

By Arthur P. Gossard. Cloth, 178 pp. \$2. University of Chicago Press, Chicago, Ill.

A study of various methods of providing for individual differences in the elementary and secondary schools of 10 large cities. Since the work is thoroughly documented, the school administrator will find it a very useful introduction to his own research as well as a representative picture of the situation.

## Everyday Mathematics

By Harl R. Douglass and Lucien B. Kinney. Cloth, 511 pp., illus. \$1.28. Henry Holt and Co., New York, N. Y.

This text, following the purposes and structure

as outlined by the Joint Commission of the Mathematics Association of America and the National Council of Teachers of Mathematics, is intended for use in the 9th grade in schools which do not require or which postpone the study of high school algebra. It covers the mathematical processes which are *practical* for workers, homemakers, and citizens. It is mathematics applied to home, business, travel, science, communication, health, leisure, social security, civics, and consumer problems. The text incorporates an achievement-testing program and provision for individual differences.

## Mathematics for Today

Books 1 and 2. By Harl R. Douglass and Lucien B. Kinney. Cloth, 445 and 455 pp., respectively, illus. 96 cents each. Henry Holt and Co., New York, N. Y.

The authors of *Everyday Mathematics*, for 9th grade, have supplied in this two-volume series, for grades 7 and 8, the essentials of advanced arithmetic, employing *everyday problems* throughout, and giving understandable reasons for their solution, while developing the required mathematical skills. As in the junior high school text, ample drill, diagnostic tests, and remedial programs are abundantly supplied, with provision for individual differences. Throughout the books, new fields of application are blended with new approaches to already familiar fields.

## 1000 and One

The Blue Book of Non-Theatrical Films, 16th Annual Edition, 1940-41. 75 cents. The Educational Screen, Chicago, Ill.

This classified catalog of films has come to be considered a standard reference for users of films. Each entry contains a brief description of the film and tells where to get it.

## The Celebration of Mass

By Rev. J. O'Connell. Cloth. Vol. II, 235 pp., illus. Vol. III, 232 pp., illus. \$3.50 each. The Bruce Publishing Co., Milwaukee, Wis.

A detailed commentary on the *Rubricae Generales* and the *Ritus Servandi*, these volumes of *The Celebration of Mass* will be of inestimable value to priests and seminarians. Volume II is a comprehensive exposition and interpretation of the rubrics governing the celebration of Low Mass. The general ceremonies of the Mass, the rite to be observed in celebration, and the defects that may occur are explained and commented upon. The particular rubric is quoted from the *Missale Romanum* and then thoroughly analyzed and interpreted. Volume III considers the rite of High Mass, of special forms of High Mass, and of sung Mass or *Missa cantata*. Incensation, music, and choir ceremonies at High Mass, are stated and then explained. Such variations as High Mass in Advent and Lent, for the dead, and in presence of the Blessed Sacrament exposed are discussed. Each volume has a glossary of liturgical terms used in the particular volume. Copiously annotated and extensively documented, *The Celebration of Mass* is a masterful piece of exhaustive research and painstaking scholarship. —T. McD.

## Poetry in the Classroom

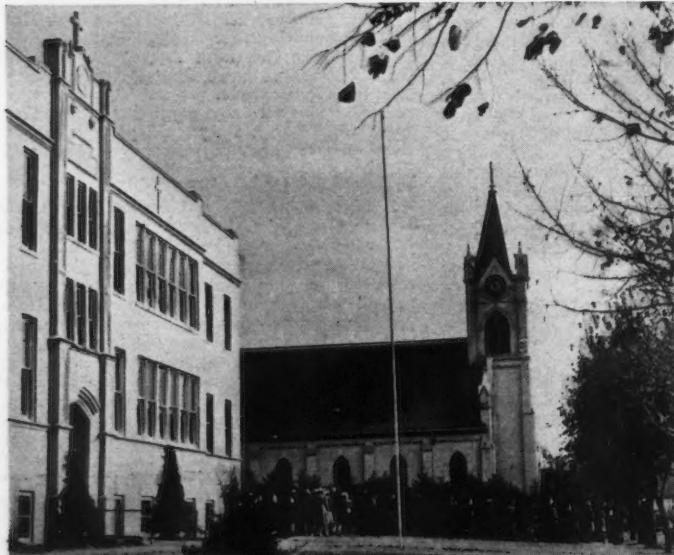
By Rev. Wm. R. Kelly, Helen M. Brogan, and Donald F. Conners. Cloth, 96 pp., \$1.60. William H. Sadlier, Inc., New York, N. Y.

Grade school teachers will welcome these brief discussions of the purposes of teaching poetry and the elements of the structure of verse, together with sample lesson outlines for 37 poems, and brief biographies of many children's poets.

The bibliographies, too, will be found helpful to the busy teacher who is anxious to improve her knowledge and skill. They include works on: Teaching English; Approaches to Literature; History and Criticism of Poetry; Anthologies; and Biographical Studies. And there is an index.

Last year, these authors and their publisher put out *Poems for the Grades*, Books I to VIII, as collections of poems suitable for Catholic schools. *Poetry in the Classroom* contains no poems; it is a brief guide to the successful teaching of poetry.

(Concluded on page 18A)



## The Fabric of the School

### GOD'S ACRES BUY A SCHOOL

The pictures on this page show the working out of a novel plan of parish cooperation to pay for a school. The parish of the Church of the Assumption, Dwight, Neb., erected a combined grade and high school in 1921 at a cost of \$120,000. Half of this sum was borrowed. The hard times that followed made it difficult to pay even the interest on the debt.

Two years ago, Rev. Benedict B. Bauer, O.S.B., the pastor, suggested that each parishioner set aside a plot of ground to be called God's Acre. The plot is blessed and tended with special care. On God's Acre Day (November 6 in 1940) the corn is brought in and sold at auction. This year it yielded \$875 to be applied on the parish debt.

#### *The Pictures:*

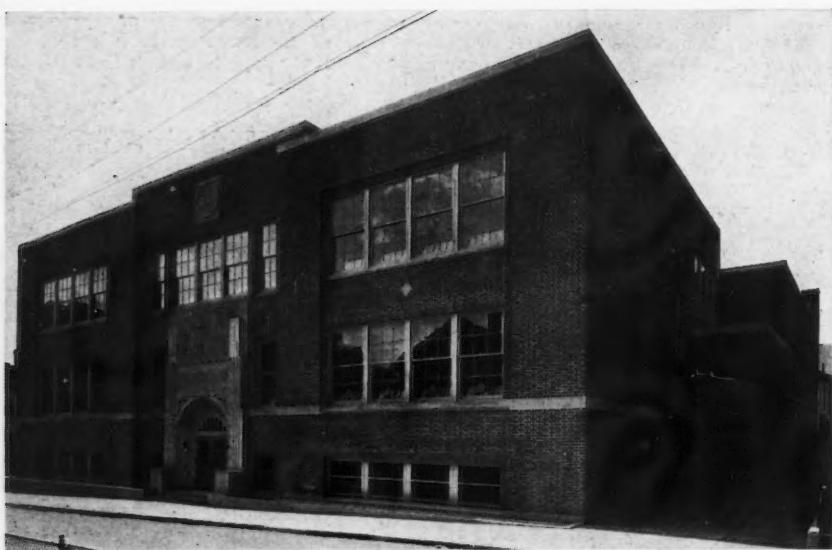
*Upper: Father Bauer is blessing first offerings brought by trustees.*

*Middle: Thanksgiving and final benediction after corn is in crib.*

*Lower Left: Worshippers going into the church on God's Acre Day.*

*Lower Right: Solemn High Mass on God's Acre Day.*





St. Anthony's School, New Haven, Connecticut.  
W. A. Donovan, New Haven, Architect.

## A Combination Church and School

St. Anthony's School, New Haven, Conn., is a combination church and school building—the first Italian parochial school in the Diocese of Hartford. The building was erected during the spring and summer of 1936 at a total cost of \$105,000. It contains eight classrooms, offices, combination church and hall, and various rooms for the adult and young people's societies.

### SIGNALING SYSTEMS FOR SCHOOL BUILDINGS

Fire-alarm systems are usually of the type known as "local system" inasmuch as the alarm is sounded locally in the school building. With this type of system a municipal fire-alarm box should be located just outside of the school building so that the public fire department can be called to aid in any rescue work and to extinguish the fire. Where there is no municipal fire-alarm system dependence will have to be placed on the telephone in the principal's office for the transmission of an alarm to the fire department, or to a special wire connecting the local system to the fire station.

There are other types of signaling systems which, however, are generally used only in connection with a large school building. One of these is known as an auxiliary system in which the local system is so connected to a municipal box that the pulling of the hook in the local box will not only sound an alarm in the school building but will also transmit an alarm through the municipal fire-alarm system direct to the fire department.

A third class of system, known as a proprietary system, usually covers several school buildings and has an office in which alarms from any of the buildings are received and are handled by the operators who are constantly on duty at that point.

A fourth class of system is that known as a central station protective signaling system in which the installation in the school building is owned and controlled by a company which has a central office at some other point and which contracts to maintain complete signaling service.

All of these systems are usually of a type consisting of boxes placed in the hallways and sometimes in the individual classrooms. These boxes

may have a pull handle through which clockwork is set in motion to transmit electric signals which in turn operate gongs and bells, or the box may be provided with a glass cover, the breaking of which allows the signal to be transmitted. The services of the central station and the proprietary types of systems may also include supervision of automatic sprinkler systems, special protective features for air conditioning and ventilating systems, and the control of other features which may produce a hazard to life or property.

The fundamental requirements of the signal devices of all of these types of systems are the same. They are that all devices and equipment shall be of a suitable nature known to be reliable. It is best to use only such devices and equipment as have been tested and inspected by Underwriters' Laboratories, Inc. The system must be well installed, which generally means that the wires should be in conduit. The source of current supply must be dependable and the system always workable. This means that it must be of a normally closed type so that the failure of current at any time will result in a trouble signal. In devices used to sound an alarm the signal should be distinctive and should not be used for any other purpose than that for drills or for an actual fire.

Some signaling systems are designed so that an alarm is received only in the principal's office and no alarm is sounded in other parts of the school until after the principal has investigated the origin of the alarm. The idea back of this is that many alarms may be transmitted by children who are mischievously inclined and if these were allowed to go through to all of the schoolrooms there would be much interruption of work. It is believed, however, that the life hazard is such that an arrangement of this kind is unwise and the transmission of an alarm at any part of the school building should automatically sound an alarm throughout the building. This should be followed by an alarm to the fire department without waiting to determine the extent of the fire.

In every school there should be frequent fire drills; it is possible to arrange these signaling systems so that when a fire drill is to be conducted any automatic transmission of an alarm to the fire department can be cut off or if such alarms are transmitted by telephone the telephone operator or other person assigned to this duty can be advised beforehand that a fire drill is to be held.

**Inspection and Maintenance.** The proper operation of any signaling system depends largely upon the degree of maintenance received. The first step in proper maintenance is to assign to some com-

petent person the duty of keeping the system in operative condition. This means that there should be complete plans showing the layout of the system, including wiring and location of the various appliances and devices. There should also be definite operating instructions on file. Any extensions or additions to the system should preferably be made by the company that installed the original system, but if the man in charge of maintenance is a well-qualified electrician and is conversant with the type of system installed, there is no reason why he cannot make the changes and any additions.

With properly installed wires and equipment and a system of rigid and periodic inspection, there is no particular reason why a signaling system should not function perfectly and last for the life of the building. Inspection work should include the actual sounding of alarms and this preferably should be done each day before the arrival of the children. The use of the signaling system for drills, which should be held at least once a month, will also serve as a suitable means of testing the system. In addition to this all boxes should be inspected and cleaned at least once a month and a similar service applied to bells and other sounding and recording devices. A daily checkup of the voltage carried on the system and at least a weekly checkup on the batteries should be made. Even the smaller systems should be provided with ammeters and voltmeters permanently connected into the circuits, and readings should be recorded daily. Any material variation in these readings would be an indication of trouble and this should be located at once.—*Nat'l. Bd. of Fire Underwriters.*

### CARE OF THE FEET

Sisters who are teaching frequently complain of their feet. Because of the sensible shoes which they wear they are perhaps less subject to foot troubles than other teachers. In this connection a recent statement of the United States Public Health Service is worth studying:

"No part of the human body is more likely to be overworked and neglected than the feet, yet their care is of prime importance to our health as well as to our comfort. It is estimated that 90 per cent of all people in the United States suffer from some kind of foot trouble.

"Faulty use of the feet in standing and walking is responsible for much foot trouble. When standing for long periods of time, place the feet 2 to 4 in. apart, point them straight ahead, and support the weight on the outside of the feet.

"In stepping forward, the weight should fall first on the heel, whereupon the body is carried forward over the foot, the weight being applied along the outside of the foot from the heel to the small toe, and finally across the forward part of the foot to the great toe. The ideal position of the foot in walking is pointed straight ahead or with the toes pointed slightly toward the mid-line."

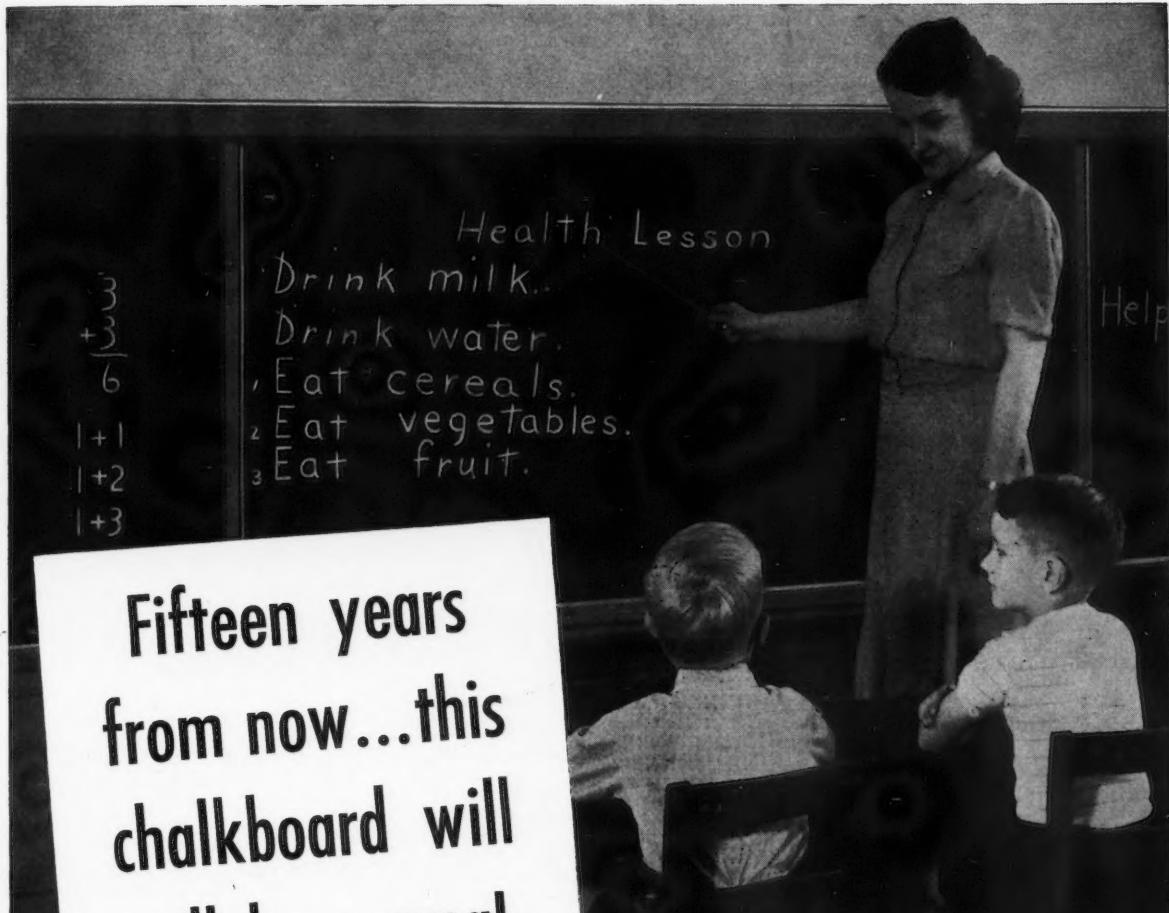
### Hygiene of the Feet

"1. The feet should be bathed once a day with warm water and soap and thoroughly dried.

"2. Attention should be given to the proper fitting of the hose and shoes.

"3. Practice a method of standing and walking which is mechanically correct. When sitting, cross the feet at the ankles, rather than the legs at the knees, for relaxation.

"4. Exercise the feet. The arches may be strengthened by bending the toes, which is best accomplished by picking up marbles or other small objects with the toes."



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Furthermore, Nucite offers the advantage of *color*. It is available in attractive shades of ivory and green, as well as black . . . new shades selected specially to promote better lighting and to protect students' eyesight. In addition to its chalkboard uses, ivory Nucite serves as a splendid moving picture screen.

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An international achievement are these assorted hors d'oeuvres—tuna and salmon from Alaskan waters, sardines from Portugal, caviar from Russia, anchovies from the Mediterranean. Domestic touches are the California artichokes, the shrimp from the Gulf Coast and the pickled salad from Sexton's own Sunshine Kitchens. The Sexton assortment of sea food assures pleasure to the most exacting taste—and a complete selection of appetizers for your service.



## Catholic Education News

### SIGNIFICANT BITS OF NEWS

¶ Rev. Moorhouse X. Millar, S.J., professor of political philosophy at Fordham University, New York, and Rev. John LaFarge, S.J., associate editor of *America*, took part in the Institute for Religious Studies held at the Jewish Theological Seminary of America.

¶ Catholic schools of the Los Angeles Archdiocese have shown another sharp increase in enrollment. Latest figures show an advance of about 1800 pupils over the recorded 29,518 of the last school census.

¶ The administrative headquarters of the National Catholic Rural Life Conference have been removed from 240 Summit Ave., St. Paul, Minn., to 525 Sixth Avenue, Des Moines, Iowa.

¶ The annual meeting of the Middle Atlantic States regional unit of the National Catholic Educational Association, Secondary School Department, met in Philadelphia on December 27.

¶ A Summer School of Catholic Action will be held in Pittsburgh, Pa., for the first time, August 4 to 9, 1941. The meeting will be known as the *New England SSCA*, and the program will comprise sessions for laymen, priests, seminarians, nuns, and brothers. The faculty will include some of the nation's foremost Catholic educators.

¶ December 8 marked the dedication of the new \$30,000 Catholic Youth Organization gymnasium in Los Angeles. The gym includes a main auditorium, showers, lockers, dressing rooms, clubrooms, and headquarters for C.Y.O. Catholic Boy Scouts and Catholic summer camp officials as well as three basketball courts.

¶ A general meeting of teachers of the diocese of Seattle was held on December 7. The program was especially concerned with the social sciences.

¶ A gift of \$5,000 by an anonymous non-Catholic who wanted to share in the cost of erecting the new \$3,000,000 Cardinal Hayes Memorial High School was announced by Most Rev. Francis J. Spellman, archbishop of New York, at the laying of the cornerstone of the high school for 3000 students.

¶ More than 115,000 books have been written and published by some 16,000 Jesuit authors since the Society of Jesus was founded in 1540.

### Anniversaries

¶ The year 1941 will mark the 150th anniversary of the coming of the Sulpicians to the United States and the founding of St. Mary's Seminary, Roland Park, Baltimore, Md.

¶ The Dominican Sisters and the students of St. Mary's Dominican College, New Orleans, La., celebrated annual Founders' Day and the 80th anniversary of the founding of the community in Louisiana.

¶ On December 1, Foundation Day was observed by the Sisters of Charity of Nazareth, commemorating the 128th anniversary.

¶ In observance of the centennial of the arrival of the Sisters of Notre Dame de Namur to the United States, Mass was offered in St. Mary's Cathedral, San Francisco.

### Religious Instruction

¶ The Catechetical Institute, which is conducted by the Confraternity of Christian Doctrine, has begun its third year. With an expanded program, more people will have the opportunity of registering for the courses and attending the lectures.

¶ Correspondence courses of religious instruction by the students of the Seminary of Our Lady of La Salette, Altamont, N. Y., have been inaugurated and are being well received by Catholics and non-Catholics throughout the East. Other seminaries in the central and western states have adopted the plan and have been formed into the Associated Catholic Correspondence Courses.

¶ The third annual religious vocations conference for the Sodality section of the C.Y.O. was held in Milwaukee, Wis., December 15. The conference was planned to acquaint girls from the 8th grade up and their parents with the work, purpose, requirements, etc., of the various religious communities of women working in the archdiocese.

¶ The first Regional Catechetical Congress of the Confraternity of Christian Doctrine was held in Charleston, S. C., November 2-4, under the sponsorship of Most Rev. Michael J. Curley, archbishop of Baltimore and Washington, and at the invitation of Most Rev. Emmet M. Walsh, bishop of Charleston.

¶ The work of the Confraternity of Christian Doctrine has influenced a notable transfer of Catholic children from public schools to Catholic schools, according to Bishop Edwin V. O'Hara, of Kansas City, Mo., who is chairman of the Bishops' Committee on the Confraternity of Christian Doctrine.

### PERSONAL NEWS ITEMS

#### New Presidents or Superiors

¶ REV. DANIEL J. McHUGH, C.M., for 31 years identified with De Paul University, Chicago, Ill., and an outstanding figure in the science of astronomy, has been transferred to the position of rector of a new Vincentian House of Studies at the Catholic University of America, Washington, D. C.

¶ MOTHER CECILIA, of the Sisters of St. Joseph, West Hartford, has just been named provincial of the Order. She succeeds the late MOTHER JOSEPHINE, who died last September.

¶ REV. CHRISTOPHER J. O'TOOLE was named president of Holy Cross College, Washington, D. C., succeeding REV. WILLIAM J. DOHENY. Father Doheny has been made assistant superior general of the congregation of the Holy Cross.

¶ SISTER M. MARCELLA, I.H.M., has assumed the presidency of Marywood College, Scranton, Pa., succeeding the late MOTHER M. JOSEPHINA. Sister Marcella has also become mother superior of the Sisters Servants of the Immaculate Heart of Mary.

¶ VERY REV. A. D. ENGLISH, O.P., has been appointed rector of Immaculate Conception College in Washington, D. C., succeeding VERY REV. J. W. WALKER.

¶ REV. BERNARD ZIMMER, O.S.B., has been appointed rector of St. Bede's Major Seminary. (Concluded on page 12A)



## CONTROL PROBLEMS SOLVED FOR ALL TYPES OF HEATING AND VENTILATING SYSTEMS

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For example—JOHNSON "Proper Sequence" CONTROL for Unit Ventilating Machines

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## Esprit de Corps?



H-10 Chemistry Table

Webster says it is "The Spirit of Sympathy," but in just plain American it means *enthusiasm!* If you have an indifferent science department perhaps an investment in new Laboratory Furniture will add a zest to science courses. You might try it! In addition to the Chemistry Table shown, we have many other models. Write today for our catalog of science and vocational furniture.

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(Concluded from page 10A)

Peru, Ill., succeeding RT. REV. JUSTUS WORTH, who has been appointed rector of St. Bede's Minor Seminary, succeeding Father Zimmer. Father Zimmer will also be dean of the Minor Seminary. REV. NORBERT TIBERSAR, O.S.B., is the new dean of the Major Seminary.

REV. LOUIS CLARKE, O.C.D., has been appointed rector of Our Lady of Holy Hill College, Holy Hill, Wis., succeeding VERY REV. PATRICK SHANLEY, O.C.D.

### New Bishops

BISHOP JOSEPH C. PLAGENS, of Marquette, Mich., has been appointed to succeed BISHOP JOSEPH G. PINTEN as bishop of Grand Rapids, Mich.

RT. REV. MSGR. FRANCIS J. MAGNER, pastor of St. Mary's Church, Evanston, Ill., has been appointed bishop of Marquette, Mich., succeeding MOST REV. JOSEPH C. PLAGENS.

### Professional Honors and Appointments

REV. BERNARD BRINKER, O.S.B., of St. Vincent's College, Latrobe, Pa., has been elected president of the Association of Physics Teachers of Western Pennsylvania, which is affiliated with the National Association of Physics Teachers.

REV. BRYAN J. MCENTEGART, New York, N. Y., has been chosen president of the National Conference of Catholic Charities.

BISHOP JOSEPH M. CORRIGAN, rector of the Catholic University of America, has been granted the honorary degree, doctor of political sciences, by the Catholic University of Milan. The citation says this honor is conferred "for the high merits in the field of economic and social studies of this man, illustrious for his intelligence and his virtues, universally appreciated by his countrymen, beloved by all North American Catholics, a fervent friend of Italy."

MOTHER MARY CARMELITA, R.S.M., mother provincial of the Sisters of Mercy, Cincinnati, Ohio, has been appointed a member of the committee on health for the Michigan National Defense Council.

RT. REV. MSGR. MICHAEL J. SPLAINE, of Boston, Mass., has been elected to direct the golden jubilee session of the Catholic Summer School of America at Cliff Haven on Lake Champlain, during the summer of 1941.

JACQUES MARITAIN, French philosopher and exponent of the neo-Thomist school of thought, has been appointed visiting professor of philosophy at the University of Chicago, Chicago, Ill., for the month of January.

JOHN H. WILSON, superintendent of Lewis School of Aeronautics, Lockport, Ill., was chosen a member of the board of governors of the National Aviation Training Association.

### Congratulations

SISTERS M. JOSEPH and M. CECILIA, members of the Sisters of St. Joseph, recently celebrated their golden jubilees as nuns.

SISTER EMMA THERESE, head of the department of classical languages at Villa Maria College, Erie, Pa., recently published a treatise which was very well received by scholars. The work, which is entitled *The Reducing of the Arts to Theology*, was written in partial fulfillment of a doctor of philosophy degree awarded by St. Bonaventure College, St. Bonaventure, N. Y.

### Welcome

REV. BROTHER ALLEN, assistant to the superior general of the Irish Christian Brothers has come from Australia to visit the schools of his Order in the United States and Canada.

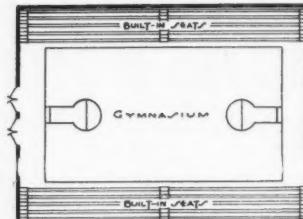
### Requiescant in Pace

PRESIDENT of De Sales College, Toledo, MSGR. FRANCIS J. MACELWANE, died of a heart ailment. He was 50 years old.

MOTHER MARY FLORENCE, 80, former mother general of the Sisters of Charity, Mt. St. Joseph, Ohio, died in November. She had spent 62 years in the religious life, holding several positions of honor and responsibility.

BROTHER JUNIEN VICTOR, superior general of the Institute of the Brothers of the Christian

## "BUILT-IN" SEATS WASTE SPACE—LIMIT SEATING CAPACITY and USE OF FLOOR FOLDING STANDS PERMIT 2 PRACTICE COURTS INSTEAD OF 1

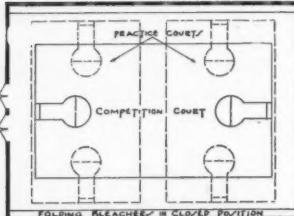


Typical Gymnasium with "Built-in" Seats

Floor size 80'x110': sq. ft. 8800  
Available floor space: sq. ft. 6050  
Area occupied by seats: sq. ft. 2750  
Average seating capacity 720  
Average cost per seat \$10.00  
Playing space, contest 50'x90'  
Playing space, practice 1—50'x90'

### Same Gymnasium with Universal Folding Stands

Floor size 80'x110': sq. ft. 8800  
Available floor space: sq. ft. 8490  
Area occupied (seats closed): sq. ft. 310  
Average seating capacity 1078  
Average cost per seat \$6.00  
Playing space, contest 50'x90'  
Playing space, practice 2—45'x70'



Write for details and descriptive bulletins.

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Schools, died on October 16, in southern France.

MOTHER MARY ALEXANDRINE JACKSON, 74, mother general of the Catholic Sisters of Charity of New Jersey from 1921 to 1927, died recently following a long illness.

MOTHER M. JOSEPHA, I.H.M., president of Marywood College, Scranton, Pa., died on December 4.

SISTER MARY STEPHEN WALL, a member of the Sisters of Charity for 50 years, died on November 23, at St. Aloysius' Academy, Fayetteville, Ohio.

### COMING CONVENTIONS

Feb. 18-21. American Council of Guidance and Personnel Associations, at Atlantic City, N. J. Floyd B. Shannon, 100 E. Central Ave., Kearny, N. J., secretary. Feb. 19-22. National Vocational Guidance Association, at Atlantic City, N. J. Dr. Ralph B. Kenney, 425 W. 123rd St., New York, N. Y., secretary. Feb. 20-22. International Council for Exceptional Children, at Hotel New Yorker, New York, N. Y. Miss Ida M. Robb, Girls' Handicraft School, Hamilton, Ont., Canada, secretary. Feb. 21-27. National Association of Secondary School Principals, at Haddon Hall, Atlantic City, N. J. Paul E. Elicker, 1201 16th St., N.W., Washington, D. C., secretary.

Feb. 27-March 1. American Association of Junior Colleges, at Chicago, Ill. Dr. W. C. Eells, 744 Jackson Pl., Washington, D. C., secretary.

### State Association Meetings

Florida Educational Association, at Tampa, Fla. March 20-22. James S. Rickards, 33 Centennial Bldg., Tallahassee, Fla., secretary. Illinois Vocational Association, at Rockford, Ill. March 27-29. H. P. Erwin, Sullivan High School, Sullivan, Ill., secretary. Mississippi Education Association, at Jackson, Miss. March 12-14. W. N. Taylor, Box 826, Jackson, Miss., secretary. New Jersey Vocation and Arts Association, at Asbury Park, N. J. March 27-29. J. J. Berilla, 553 Corliss Ave., Phillipsburg, N. J., secretary.

(Continued on page 17A)

# United States is only one!



The many times reduced United States map which heads this column is only one of eight new Reality political-physical maps just off the press.

This complete eight map series, designed and edited by Miss Edith Putnam Parker of the University of Chicago, offers more than a few improvements over existing wall maps, is worth your investigation.

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**Kewaunee Mfg. Co.**  
LABORATORY FURNITURE EXPERTS

## Makes an Important ANNOUNCEMENT

• • • The Kewaunee Mfg. Company wishes to announce the removal of the general offices and Wood Furniture Division of the company from Kewaunee, Wisconsin to Adrian, Michigan as of February, 1941.

• • • A thoroughly modern and highly efficient woodworking plant has been erected at the site of our metal furniture factory at Adrian to house our entire woodworking division.

• • • The manufacturing facilities of the company at Adrian provide the greatest possible manufacturing efficiency through the use of single story, ultra-modern factory buildings equipped with the newest types of machine equipment arranged for efficient production of fine laboratory furniture.

• • • The consolidation of our Wood and Metal Divisions at Adrian will permit us to offer constantly improved service in both wood and metal Scientific Laboratory Furniture to that large group of scientists and educators whom we regularly serve with the finer laboratory furniture.

• • • Since the whole of the month of February will be required for relocating the Wood Furniture Division and general offices of the company at Adrian, we will be unable this year, as has been our custom, to greet our many friends at the Department of Superintendence Convention at Atlantic City.

• • • We shall welcome the opportunity of conducting interested scientists and educators on an inspection trip through our highly modern new manufacturing plant whenever the opportunity affords of visiting Adrian.

*The new Kewaunee Book of Wood Scientific Laboratory Furniture, introducing many new designs of improved laboratory furniture, is now available and a copy will be gladly sent on request.*

**Kewaunee Mfg. Co.**  
LABORATORY FURNITURE EXPERTS

ADRIAN • MICHIGAN  
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IT'S EASY...  
IT'S QUICK  
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THE MODERN 3 IN. BELT SANDER



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CHARACTERS  
FOR EVERY  
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ECONOMICALLY

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Right for all popular pencil sizes!  
Ready when it's needed—easily adjusted!  
Reduces costs because it saves time and pencils!

The famous Boston Self-Feeder No. 4 is the pencil sharpener for classrooms. It stops cutting when the proper point is made; it sharpens all popular-sized pencils to firm, uniform points. Like all Boston sharpeners it has the exclusive speed cutter—15 cutting edges—which actually cut—never scrape. Boston S-F 4 will give you long life and satisfactory service always! Specify 15 cutting edges on your requisition sheet.

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CAMDEN, N. J.



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The famous Boston S-F 4 is built strong to withstand hard, day-in-day-out usage. Visit our booth K-12 at the Convention in Atlantic City.

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made especially  
for School use.

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—“cheapest in the long run”

- It spreads thinner — goes farther. Has unexcelled keeping qualities — no waste due to drying in jars. Greater adhesive power which saves time and materials. Wider range of school use — no other adhesives necessary.
- Obtainable in glass gallon, half gallon, quart, pint and half pint jars. Write for details and prices.

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Table Desk S 1007 with Chair S 913

### New School Products

#### MIMEOGRAPH SUPPLIES REDUCED

The A. B. Dick Company, Chicago, Ill., announces a reduction in the list prices of the more widely used Mimeograph Brand stencil sheets, and also a beneficial quantity purchase schedule. A new schedule of charges applies also on all die-pressed stencil orders (both repeat and orders covering new composition). A representative from the nearest branch office of the A. B. Dick Company will call upon all die-pressed stencil customers soon to explain the new schedule of charges. The new price list of Mimeograph Brand supplies may be had by writing to the A. B. Dick Company and asking for Form 2600.

#### NEW STRAIGHT CHARGING DESK

A new Straight Charging Desk designed for use in departmental, school, and public libraries, where a large sectional charging desk is not required, has just been announced by Gaylord Brothers, Inc., of Syracuse, N. Y., and Stockton, Calif.

The new desk features many advantages of the larger desk, but is designed especially for limited

work. It has a standard-type center drawer with pen tray and lock and a right- and left-hand pedestal with sliding shelves. A drawer with two trays for book cards, another with trays for application cards, and a letter-size vertical-file drawer are other features.

Gaylord's Straight Charging Desk is available in quartersawn oak with light or dark finish, and in maple with standard finishes. The 5-ply top has mitered corners, and the edges are attractively oval molded.

#### FLOOR SPECIALISTS HAVE NEW PLANT

The G. H. Tennant Co., Minneapolis, Minn., pioneers in floor treatment and maintenance, are now occupying new offices and plant in that city.

One of the features of the new factory is a test floor made of individual wood squares which can be treated with various materials. After all sections have been subjected to the same traffic, they can be examined for appearance, durability, ease of refinishing.

District engineers of the G. H. Tennant Company are located in strategic cities in the United States and are available for advice and service upon short notice.

#### A SURVEY OF THE PRINTING INDUSTRY

The Educational Department of American Type Founders, Inc., Elizabeth, N. J., has just issued a booklet entitled *Facts About the Printing Industry for Schools*. The compilation of the booklet was undertaken to provide a specific answer to hundreds of inquiries which the company receives annually as to the relative standing of printing as an occupation as compared with other major industries. Numerous charts show the standing of the printing industry compared with other major industries.

Copies of the booklet may be had upon request.

(Concluded on page 16A)



Gaylord's New Straight Charging Desk.



Hard Maple Edge Grain Continuous Strip Flooring  
Manufactured by Robbins Flooring Company  
Waukesha, Wis.  
Installed by Loring Brothers and maintained by  
The Tennant System  
Machine Shop - G. H. Tennant Company,  
Minneapolis, Minn.

New Offices and Shops of the G. H. Tennant Co., Minneapolis, Minn., Specialists in Maintaining Floors. The hardwood floors of various types in the building are used for experiments in treatment.

## There's a Reason, a Time and Place for CHEWING GUM

### A Wholesome Enjoyment for Everyone

THE wholesome fun of chewing gum comes naturally to everyone — just as naturally as eating or resting, for instance.

Young people enjoy the fun of chewing gum because it is a perfectly normal, healthy American custom — a custom that adds so much to everybody's daily life. But there is a time and a place for chewing gum, just as there is a time and a place for eating, resting or anything else you do.

Although the problem of "when" and "where" to enjoy chewing gum must always depend on the good judgment and common sense of each boy and girl, outstanding teachers

and leaders are helping point the way.

Popular, successful people, for instance, who always show consideration and thoughtfulness for others enjoy chewing gum themselves and pass it around to friends. But they never chew it when they think it will show lack of consideration for others, which means whenever formal behavior is expected.

Wide-awake, active young Americans know that the chewing of gum fits in naturally around the home; driving in an automobile; reading or studying or doing hundreds of other things. In fact, wherever men, women and children gather together informally chewing gum adds to their enjoyment.

National Association of Chewing Gum Manufacturers, Rosebank, Staten Island, N. Y.

#### As An Aid To Good Teeth

Chewing gum daily helps keep your teeth clean and attractive. . . . Another good thing is that it provides healthful chewing exercise.

(Concluded from page 15A)  
from the Educational Department of the American Type Founders, Inc.

#### LITERATURE ON MOTION PICTURES

The American Council on Education, 744 Jackson Place, Washington, D. C., has available a number of publications on Motion Pictures in Education. Among these publications are: *A School Uses Motion Pictures*, \$1; *Films on War and American Policy*, 50 cents; *Projecting Motion Pictures in the Classroom*, 50 cents; *Selection, Use, and Evaluation of Motion Pictures*, 80 cents; *Students Make Motion Pictures*, \$1.

#### TO SOLVE HANDWRITING PROBLEMS

The Zaner-Bloser Co., handwriting publishers since 1895, have issued a brochure entitled *Solving Handwriting Needs As We See Them Today*. This 36-page booklet is divided into three sections: *Left-Handed Writers Should Be Tested and Taught*; *Manuscript Writing Meets Needs in Grades 1 and 2*; and *Skill Periods Provide Necessary Balance in Handwriting Instruction*. The

author of the brochure is Dr. Frank N. Freeman, Dean of the School of Education of the University of California. Dr. Freeman has been doing research work in handwriting since 1907. Teachers will find his timely suggestions of interest and value. To obtain a copy of the booklet, write The Zaner-Bloser Co., Columbus, Ohio, enclosing 10 cents.

#### NEW GREGG REPRESENTATIVE

The Gregg Publishing Co., New York, N. Y., announces the addition to its sales staff of Mr. R. M. (Robbie) Robinson. Mr. Robinson represents the company in the state of Michigan.

#### NEW CAMERA PHOTOGRAPHS READING HABITS

A new eye-movement camera which automatically produces within itself a fully developed identified film 8 minutes after the reading test has been developed by the American Optical Company, Southbridge, Mass. The new ophthalmograph is designed to assist educators to diagnose defective reading habits which are a major



Camera Photographs Eye Movements.

cause of school failures.

The graph reveals speed of reading, span of word recognition, eye co-ordination, fixations, regressions, and eye habits associated with psychological reactions. The reading graph shown at the left of the picture is that of an efficient reader; the one at the right is of an inefficient reader.

#### NEW VICTOR RECORD USES

*Victor Records for Integrated Units of Learning* catalogs 126 single records and five albums for use in the 37 units for the three elementary grades. The records are listed under each unit title, showing composer, type of music, record number, and price.

*Special Victor Records for Use in Schools* lists recordings for use in the fields of social studies, drama and speech, French language study, primary songs and stories, a cappella choir and chorus, instruments and band study, music tests and measurements, and music appreciation.

Both booklets are available on request from the Educational Department, RCA Manufacturing Company, Inc., Camden, N. J.

#### COURSE IN DRIVING

A high school principal can obtain a set of Standard Driving Lessons from the Royal Lion Automobile Club of Stockbridge, Mich.

The set consists of 18 weekly lessons, organized by the Royal Lions in cooperation with the Automotive Safety Foundation, several state police departments, officials of state departments of education, state highway officials, etc.

The Royal Lion Club will send the complete set to any principal who will enclose 6 cents for postage.

#### SCIENCE TEACHERS' MEETING

The eleventh meeting of the Chicago Catholic Science Teachers' Association was held at St. Gregory High School, December 28. Rev. J. A. Coyne, O.S.A., spoke on "The Life and Works of Mendel." Brother H. Charles, F.S.C., of Winona, demonstrated An Inexpensive Heart Lever. Sister M. Dolorosa, O.S.B., and Sister Agnes Rita discussed "The Advantages and Shortcomings of Currently Used Biology Books." Dr. G. M. Schmeing, of Loyola University, spoke on "Newer Trends in General Chemistry." The attendance included teachers from Wisconsin, Illinois, Iowa, and Minnesota.

#### TWELFTH ANNUAL EDUCATIONAL REPORT

The Department of Education of the Diocese of Wichita has issued its 12th annual report covering the school year September 1939-September 1940, together with an outline of the program as planned for the current scholastic year.

Not only is the report a detailed summary of the schools in the diocese, it is a survey of the religious education of Catholic children attending public schools, an outline of the work of the religious discussion clubs, the work of the Catholic Action committee, Catholic radio programs, street missions, Holy Childhood Association, lay retreats, and deanery Catholic Action meetings. It is a report of accomplishments, a record of culture and charitable activities carried through the grades and into adult life in the diocese.

## Catholic Education News

(Continued from page 12A)

Oklahoma State Teachers Association, at Tulsa, Okla. Feb. 6-8. C. M. Howell, 316 Key Bldg., Oklahoma City, Okla., secretary. (O) Oklahoma Vocational Education Association, at Tulsa, Okla. Feb. 6-8. H. F. Rusch, 1502 N. W. 17 St., Oklahoma City, Okla., secretary. (O) South Carolina Education Association at Columbia, S. Car. March 19-21. J. P. Coats, 1510 Gervais St., Columbia, S. Car., secretary. (O) Southern Illinois Education Association, at Carbondale, W. Frankfort, Harrisburg, Ill. March 21. Mrs. G. A. Smith, Cache, Ill., secretary. (O) Southern Wisconsin Teachers Association, at Madison, Wis. Feb. 14-15. R. L. Liefenberg, Central High School, Madison, Wis., secretary.

## GRADE AND HIGH SCHOOLS

(O) Corpus Christi College-Academy, Corpus Christi, Tex., has received what is believed to be the largest privately owned historical collection in the United States. The collection contains valuable relics associated with the history of Corpus Christi and the Southwest, Indian objects, and printed articles from Egypt and the Orient.

(O) More than 500 Sisters from the dioceses of Seattle and Spokane and the archdiocese of Portland, Ore., attended a Diocesan Institute on the Teaching of Religion conducted by Sister M. Dolores, O.S.B., at Holy Names Academy, Seattle, Wash., under the patronage of Most Rev. Gerald Shaughnessy, S.M., bishop of Seattle.

(O) Enrollment gains are shown in this scholastic year both in the Catholic high and grade schools in Hamilton County, according to figures released by Msgr. Carl J. Ryan, archdiocesan superintendent of schools, Cincinnati, Ohio.

(O) The annual report of the Catholic schools in the diocese of Pittsburgh, Pa., was issued recently by Rev. Thomas J. Quigley, superintendent, in a 52-page booklet. The report presents detailed statistical tables, directories, and extended comment by Father Quigley.

(O) The 1939-40 school report for the diocese of Brooklyn has recently been issued. A great portion of the report was reprinted in the *Brooklyn Tablet*, for the benefit of the clergy and laity. Among the achievements of the school year were three units added to the elementary schools in the diocese; namely, Ascension School, Elmhurst, which is provided with an addition; the Holy Name of Mary Parish, Valley Stream; and St. Joseph's School, Garden City.

More than 1200 Catholic students in the archdiocese of Cincinnati attending public high schools are receiving religious instructions in classes conducted by priests or sisters outside the regular school class time.

## WHAT THE COLLEGES ARE DOING

(O) Due to increasing interest in vocational education and guidance, three new courses have been added in the department of education at the Catholic University of America Washington D. C. — an introductory course for persons engaged in educational work another covering content and methods of teaching orientation and occupation courses and a seminar tracing the organization and development of guidance programs in schools and communities.

(O) Fordham University has acquired one of the finest libraries of Napoleonic and the French Revolution in existence. The collection numbers 5200 French volumes.

(O) Eighteen Catholic universities and colleges in this country are making available scholarships in a program for inter-American solidarity sponsored by the Catholic Bureau of Inter-American Collaboration of Pax Romana. While many of the scholarships could not be awarded this year, since they provide only tuition, 14 Latin-American students are now studying in this country.

(O) Fordham University was the scene of a joint session of the American Historical Association and the American Catholic Historical Association.

(Concluded on page 18A)

## MARKET PLACE

## WILLIE FEATURES THAT STAND OUT

All-woolserge gown, non-breakable board cap, felt inner-liner. Up-to-minute style. Accurate fitting to chest and length. Individual box delivery. Packed alphabetically with student's name on each box. Transportation paid. Willie Caps and Gowns cost no more than ordinary costumes. Send for Free Sample.

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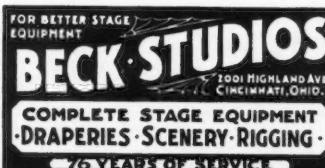
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## POTTERY MADE EASY

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The Songs in this Playlet are from Churchill-Grindell Series

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## ONE SHADE... OR A THOUSAND You Get More Value from DRAPER SIGHT-SAVING SHADES



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### Free Sample DRATEX CLOTH!

Send for free sample of Dratex Cloth and make the sight saving test under actual classroom conditions... at the same windows you would shade with Draper Shades. Place sample against

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window pane at arm's length. Look through it at sun. Notice the sun's glare does not hurt your eyes. Yet all the light comes through. Ask about our Darkening Shades for Visual Education Rooms. Address Dept. CS-2, LUTHER O. DRAPER SHADE CO., Spiceland, Indiana

## Catholic Education News

(Concluded from page 17A)

The meeting brought together many persons prominent in the field of education, historical research, and literature.

**¶** Fordham University Graduate School of Arts and Science in New York City announces the offering of 22 assistantships and 20 scholarships. Assistantships and scholarships are open to graduates of approved colleges or universities, whose previous studies warrant their acceptance as graduate students, and who intend to devote their entire time to graduate study.

**¶** Faculty and students of St. Bonaventure's College, St. Bonaventure, N. Y., were associated with the task of compiling *The Historical Annals of Southwestern New York*, published by the Lewis Historical Publishing Company of New York.

**¶** The Pontifical Institute of Mediaeval Studies of St. Michael's College, Toronto, Ont., Canada, is believed to have the largest film library of priceless mediaeval manuscripts in the world. Some 3000 rolls of film each comprising 50 photographs of mediaeval manuscripts are carefully stored there. The original, bulky parchments are in Europe, or were before the war. If the originals should be destroyed, their contents will always be available for students here.

### TEACHING OF SOCIOLOGY DISCUSSED

The teaching of sociology in colleges and high schools formed a central problem for discussion at the Third Annual Convention of the American Catholic Sociological Society, Chicago, December 28-30.

A round table on high school sociology under the chairmanship of Sister Marie Clare of St. Mary's High School, Lansing, Mich., took up important aspects of the principles, the content, and the teaching method of such courses. Sister Mary Lea of Mt. St. Joseph, Ohio, presented the results of a study of the existing courses in several hundred Catholic high schools. Brother Gerard, C.S.C., of Cathedral High School, Indianapolis, urged that the sociology course be integrated with the religion course. Sister Mary Gerard of Portsmouth, Ohio, indicated the necessity for more accurate terminology in all sociological teaching. Sister Mary Robert, O.S.F., of St. Joseph Convent, Milwaukee, described a "unit enterprise" plan of teaching sociology under which members of the class undertake various independent and group studies of sociological principles and problems. Rev. Francis Friedel, S.M., of the University of Dayton, Dayton, Ohio, pointed out the difficulty of using the social encyclical directly in high school classes. A most constructive and frankly critical paper of the textbooks used in high schools was presented by Mr. Joseph Robertson of St. Leo High School, Detroit, Mich. Mr. Robertson urged that the textbook of the future must be far more strongly integrated, must adequately consider the principles of economics and of international society, and must stress Christian ideals and attitudes toward society.

The content and purpose of introductory courses in sociology in colleges formed the subject matter of a round-table discussion which brought to the front a panel of distinguished college instructors. It was made clear that the Christian social principles should be taught not as an ethics course but as an integration of social principles, processes, and institutions.

A number of student meetings were held under the leadership of undergraduate students of the department of sociology of Marquette University.

### PUBLIC SCHOOL RELATIONS

**¶** A survey of some 800 public school textbooks in use throughout the country to determine which are prejudicial to our form of government, our society, or to the system of free enterprise has been undertaken by the National Association of Manufacturers.

## New Books

(Concluded from page 69)

**Secondary Education of the Society of Mary in America**

By Edmund J. Baumeister, S.M., Ph.D. Paper, 290 pp., University of Dayton, Dayton, Ohio.

Here is a doctor's dissertation submitted to the Ohio State University. It is not just another thesis, but a significant contribution to the history of education in America, a remarkably clear exposition of the Catholic philosophy of education, and an exposition of the curriculums, organization, and methods of teaching in high schools conducted by the Brothers of Mary. In brief it is a study that teachers will find absorbingly interesting and informative.

### The New Testament

By Very Rev. Francis A. Spencer, O.P. Cloth, 735 pp., \$2.50. The Macmillan Co., New York, N. Y.

This is the complete New Testament, translated into English from the original Greek by Very Rev. Francis Aloysius Spencer, O.P., edited by Fathers Charles J. Callan, O.P., and John A. McHugh, O.P.

Father Spencer finished this work very shortly before he died. The work was then carefully checked by Dominican scholars in Rome, and finally was edited by Fathers Callan and McHugh.

### The Ghost of Kingdom Come

By Rev. Gerald T. Brennan. Cloth, 144 pp. Illustrated, \$1.50. The Bruce Publishing Co., Milwaukee, Wis.

Ever since they read *Angel City* and *Angel Food*, says the announcement to *The Ghost of Kingdom Come*, the children have been begging Father Gerald for more stories.

And these "more stories" will delight the children, we think, even more than the former one did. Although they are stories exchanged between the author and a ghost, they are not common ghost stories. They are the ideal of children's stories: stories that are at once seriously convincing enough for the most exacting adult and simply real enough for any child. Father Gerald is a teacher who gets his pupils to beg for more teaching or learning.

### That Boy: A Story of St. Gabriel, C.P.

By Brother Ernest, C.S.C. Boards, half cloth 134 pp., \$1.50. Dujarie Press, Notre Dame, Ind.

Brother Ernest has written for the boy of junior and senior high school age the story of the Passionist Saint who was canonized in 1920. He begins with a typical incident illustrating the characteristics of the real boy who became St. Gabriel, C.P. Incidentally, he presents a detailed description of the daily life, thoughts, and spirit of a religious. The illustrations by Brother Hilarion, C.S.C., add much to the attractiveness of the book.

### Mary In Our Soul-Life

By Rev. Raoul Plus, S.J., Translated by Sister M. Bertille and M. St. Thomas, S.N.D. Cloth 152 pp., \$1.75. Frederick Pustet Co., New York, N. Y.

An interpretation of the Divine plan of Mary's relation to the Mystical Body and an explanation of her place in the secret life of grace in our souls. Beginning with an excellent explanation of the Sword of Sorrows, the author considers such outstanding facts and titles as the Immaculate Conception, the Comforter of the Afflicted, and concludes with the Love of Christians for Mary.

### The ABC of the Saints

By Sister Mary Charitas, S.S.N.D. Colored illustrations by Gladys Allie. Paper, 32 pp. Catechetical Guild, St. Paul, Minn.

For the young child at school or home this little book of the alphabets is outstanding. Each page is devoted to a single letter and a four-line rhyme to impress upon the child's mind the particular characteristic of each saint "alphabetized."